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ABSTRACT

This annotated bibliography draws together references in English and French to Canadian materials on testing and evaluation of student achievement. The bibliography includes books, journal articles, tests, publications, and manuals, published between 1976 and 1984. Entries are arranged alphabetically under such topical subheadings as: (1) general works; (2) development of testing instruments; (3) diagnostic testing; (4) district-wide testing programs; (5) factors related to achievement scores; (6) fairness in testing; (7) grade inflation; (8) item pools and testing services; (9) longitudinal evaluation of achievement; (10) prediction of achievement; (11) provincial, national, and international testing programs; (12) standardized tests; (13) teacher manuals; (14) teachers' student evaluation procedures; (15) test administration and scoring; (16) test characteristics; (17) test interpretation; and (18) test results for specific content areas. (CB)

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No. 80

TESTING AND EVALUATION OF STUDENT ACHIEVEMENT IN CANADA

February 1986

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TESTING AND EVALUATION OF STUDENT ACHIEVEMENT IN CANADA

This bibliography draws together references to Canadian materials on testing and evaluation of student achievement published between 1976 and 1984. Some earlier works of significance have also been included. The entries are arranged alphabetically under topical subheadings and have been annotated wherever possible.

This bibliography differs from most of the others in the series in that French entries are not interspersed with English entries but are printed separately in reversed format. The numbering of entries, however, does not begin again with the French section, but continues from the last number in the English section.

Sources consulted in preparing this bibliography include Canadian Education Index (CEA), Directory of Education Studies in Canada (CEA), Eduq: Bibliographie analytique sur l'éducation au Québec (Ministère de l'Education du Québec), Point de repère (Bibliothèque nationale du Québec) and Radar (Bibliothèque nationale du Québec).

Material held in the CTF Library is marked with an asterisk.

This bibliography was prepared in the George G. Croskery Memorial Library by Geraldine Gilliss and Marita Moll. Assistance with the French section was provided by Ghyslaine Faubert.

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GENERAL WORKS

* 1. Advisory Committee on Student Evaluation. *Student Evaluation: Report of the Minister's Advisory Committee on Student Evaluation*. Regina: Education Saskatchewan, 1975. 48p.

After defining evaluation and adopting a statement of the functions and principles of student evaluation, the Committee conducted an extensive survey of groups involved in education in the province to determine current practice and thought in student evaluation in Saskatchewan. The responses are analyzed and recommendations are presented on five topics: teacher education related to student evaluation (pre-service and in-service), curriculum guides, openness of evaluation, provincial assessment programs and accreditation. Also included is a minority report disagreeing with the Committee's recommendation that the Department of Education compile and make available for use a list of standardized achievement tests in basic skill areas.

2. Ages, Arnold. The Tyranny of Testers. *University Affairs/Affaires Universitaires*, v24, n8, p11+ October 1983.

3. ATA Task Force on High School Student Evaluation. *Report of the Task Force on High School Student Evaluation*. Edmonton: Alberta Teachers' Association, March 1983. 33p.

* 4. Allison, Donald E. Some of the Things You Wanted to Know About Measurement and Evaluation, But Were Afraid to Ask. *B.C. Journal of Special Education*, v6, n2, p111-20 Summer 1982.

Measurement topics are reviewed to introduce special educators to current perspectives and terminology. The discussion is organized under the five important characteristics of a measuring instrument: objectivity, validity, reliability, comparability, and usability. A brief list of supplementary references is included for those who would like to explore these topics further.

* 5. Anderson, Sandra M. Student Evaluation: the Political or the Educational Approach? *The Trustee*, v53, n2, p14-16 Summer 1983.

The author discusses two approaches to student evaluation: the political, which sets out to make statements about schools, teachers, et[illegible] and the educational, which aims at affecting the instructional process to the direct benefit of those involved in it. With the present social climate leaning towards the political aproach, the author warns educators not to move too far away from the direct and immediate benefits which the educational approach offers to students and teachers.

6. Bachor, Dan. What Does Testing Offer the Teacher? *Special Education*, v53, n1, p18-21 Fall 1978.

   Assessment is useful for the classroom teacher only insofar as the tests and testing techniques are used discriminately. Inappropriate use of assessment will lead to erroneous conclusions and misdiagnoses. However, without assessment the teacher is placed in the untenable position of not being able to point even partially to teaching success.

7. Baine, David. Some Problems Associated with Achievement Testing of the Mentally Retarded. *Mental Retardation Bulletin*, v5, n2, p49-61 Fall 1977.

* 8. Baker, Peter J. *The Carnegie Unit: Pros, Cons and Alternatives*. Edmonton: Alberta Education Planning and Research Branch, staff study, January 1980. 33p.

   The study identifies 11 advantages and 8 disadvantages of using the Carnegie Unit as a method for assessing the progress of students through high school. The following alternative methods are explained: 1. the point system or unit counting system, 2. challenge or equivalency tests, 3. minimum competency testing, 4. the performance contracting concept, 5. learning contracts, and 6. a computerized test item banking service. The study concludes that all of the alternative systems have limitations, but that they could serve to modify the Carnegie Unit system, which emphasizes "time spent" rather than "knowledge acquired".

9. Borgen, William. Historical Foundations of Measurement in Canada. Edmonton: University of Alberta, M.Ed. thesis, Fall 1971. 119p.

* 10. Burger, J.M. The What and Why of Student Evaluation. *Challenge in Educational Administration*, v19, n2, p4-6 1980.

   The author describes three levels of complexity in student evaluation designs -- measurement of the student as an individual, of the individual as a part of a system and of levels of student performance on a standardized basis.

* 11. Byfield, Ted. Defying the Educational Establishment. The Trustee, v53, n2, p17-18 Summer 1983.

The decision taken by the University of Alberta requiring all incoming students to pass entrance examinations in English beginning in 1985 is seen as a revolutionary measure in the present educational system which for years has held the philosophy that universally applied exams were not desirable instruments for measuring educational outcomes. The author feels that ability to write exams not set or marked by their teachers is a necessary skill which will benefit students and the school system.

* 12. Conference Delivers Message: Students Are Human. Manitoba Teacher, v58, n6, p6-7 February 1980.

Excerpts from several addresses to the conference on student evaluation held in Winnipeg, January 30 and 31, 1980. Speakers discuss the reasons for heightened public concern about educational standards, government responses to public criticism and the response of the teaching profession to the cry for more centralized evaluation procedures.

13. Connelly, F. Michael, Miriam Ben-Peretz, and Robin J. Enns. The York University Biology Achievement Test: A Case Study of the Relationship Between Curriculum Policy, School Program, and External Testing. Toronto: Ontario Institute for Studies in Education for the Ministry of Education, Ontario, 1978. xii, 119p.

* 14. Conry, Julianne, et al. Testing in British Columbia: Emphasis, Trends and Conflicts in the 1980's. School Guidance Worker, v37, n4, p5-12 March-April 1982.

This paper discusses psychological testing policy, learning assessment programs and teachers' attitudes towards testing in British Columbia. Noting that B.C. is unique among school jurisdictions in that it has no regulations about the credentials of professionals providing psychological services in the public schools, the author calls for a renewal of dialogue between the British Columbia Teachers' Federation and the Ministry of Education with a view to instituting a voluntary teacher in-service training program in collaboration with the province's three universities.

* 15. Council of Ministers of Education, Canada. Communiqué. January 31, 1984.

In this communiqué the Council announced that evaluation and more effective use of education resources were at the top of their priority list. They also announced plans to conduct a major study on evaluation policies and practices.

* 16. Defining Some of the Terms. The Trustee, v53, n2, p5 Summer 1983.

Some commonly used terms in the field of student evaluation are defined in the context of the student evaluation system in Alberta.

17. Donald, Janet Gail. Objective Tests. Montreal: McGill University, 1978. 33p.

18. Duma, Bernice, and Winston E. Rampaul. CRE (Criterion-Referenced Evaluation) versus NRE (Norm-Referenced Evaluation): A Question of Purpose. Mart Journal, v2, n4, p12-15 March 1983.

* 19. Egan, Peter R. Why Should We Evaluate? Comment on Education, v8, n2, p8-13 December 1977.

The author feels that teachers need to be made aware of the importance of evaluation in the teaching/learning process. He recommends more pre-service and in-service training to raise the general level of performance of teachers as evaluators.

* 20. Eggleston, James F. Evaluation. Journal of Education (N.S.), v5, n4, p1-5 Summer 1978.

Defining evaluation as the systematic collection of information, the author questions whether the information collected is about people or performance. He sees student evaluation as only a small part of evaluation. Of more significance should be the idea that evaluation is, at various different levels, a means of making reasonable assumptions about the nature of the process of learning and about the people to whom the message is addressed. This idea is expanded.

21. Evans, Peter J.A. Issues in the Evaluation of English. Toronto: Ontario Institute for Studies in Education, staff study, unpublished, June 1977. 24p.

This paper, presented to the annual meeting of the Association of Educational Research Officers, discusses problems of evaluation of written English composition and describes an evaluation program designed by the author which currently involves 7,000 Ontario students.

22. Evans, Peter J.A. A Positive Response to the Evaluation of Writing. Toronto: Ontario Institute for Studies in Education, staff study, unpublished, 1977. 29p.

    This paper, presented at the Ontario Educational Research Council Spring Workshop in April 1977, describes two projects directed toward evaluation of written composition being carried out by the Ontario Institute for Studies in Education and discusses general problems in such assessments.

23. Evans, Peter, and M. Marsh. Writing Test for Colleges of Applied Arts and Technology. Toronto: Ontario Institute for Studies in Education, staff study, unpublished, December 1977. 46p.

    This report is concerned with the search for an appropriate strategy for testing writing competence of students in colleges of applied arts and technology. The report includes descriptions and reviews of existing tests in use and suggested procedures for testing using a combination of writing assignments and a multiple-choice test of language achievement.

* 24. Federation of Women Teachers' Associations of Ontario. Curriculum Standards, Promotions, Evaluation and Reporting. Toronto: Federation of Women Teachers' Associations of Ontario, 1977. 13p.

    The Federation of Women Teachers presents its position on student evaluation, use of evaluation data and reporting.

* 25. Fenske, M.R. The Evolution of a Provincial Policy in Evaluation of Student Achievement in Alberta. School Guidance Worker, v36, n4, p40-42 March-April 1981.

    The author reviews the history of examination practices in Alberta and outlines a new policy for the evaluation of student achievement in Alberta.

* 26. Geis, George L. Evaluation: Purpose and Levels. Canadian Journal of Higher Education, v9, n1, p1-4 1979.

    Evaluators are under increasing pressure to communicate to the users a clearer picture of how evaluations ought to be planned and carried out. This paper deals with two concepts of educational evaluation and indicates how they illustrate the need for early planning.

* 27. Godbout, Jean-Guy. Measurement and Evaluation are Taking on Increased Importance. Meqnews, n16, p8 April 1977.

Increasing criticism regarding the quality of education and the lack of statistical data to respond to such criticism has led several provinces to study the advantages and disadvantages of establishing a system of measurement and evaluation that would provide data on the quality of learning processes and thus enable authorities to exercise a certain amount of indirect control over the education provided. Various types of measurement in the educational domain are explained. The author stresses that evaluation processes must result in improvements to the educational process.

* 28. Grover, Sonja . Implications of Quantification in Psychological Research and Educational Practice. Interchange, v8, n3, p70-71 1977-1978.

Concern with quantification of competence and progress in subject areas has led to the paradox of measuring progress in terms of theory-generated sets of sub-skills, with little or no direct evidence of qualitative change in the child's performance of complex tasks.

29. Harrigan, Denis J. Teacher Advisor Program: Assessment at the Junior Secondary Level. Vancouver: Educational Research Institute of British Columbia, 1980. 65p. (ERIBC Reports No. 80:15)

* 30. Holmes, Mark. Competency Based Education -- Is It Time? Can It Work? School Guidance Worker, v35, n4, p5-11 March/April 1980.

A five-step model for the implementation of competency-based education in Canada is proposed. Emphasis is placed on analyzing the curriculum, establishing where competency checks are most needed, developing policies and actual competency tests, and observing the impacts.

31. Holmes, Mark. Response to Ross Traub. Field Development News, v14, n1, p[1-8] September 1983.

The author responds to a review of his book "What Every Teacher and Parent Should Know About Student Evaluation".

* 32. Holmes, Mark. Things May Not Be as Bad as We Thought. CT Reporter, v3, n7, p34-35 March 1978.

The author reports that recent studies indicate that there is no evidence of a massive decline in student achievement in Ontario. Nevertheless, the restriction of post-secondary places leads to discussion of the most equitable means of matching available places with available students.

* 33. Holmes, Mark. What Every Teacher and Parent Should Know About Student Evaluation. Toronto: Ontario Institute for Studies in Education, 1982. 140p.

The focus of this book is on the evaluation of students as they pass through elementary and secondary school. The basic purposes and functions of evaluation are discussed. An overview of types of tests, their characteristics, uses and abuses is provided. Day-to-day problems facing the classroom teacher with respect to evaluation include advantages and disadvantages of different types of test questions, the problems of evaluating objectives related to emotional, social and aesthetic domains and evaluating progress in difficult areas such as art, music, physical education, oral English and projects. Major policy issues that affect the administration of student evaluation are discussed. These include mark allocation, grouping, acceleration and deceleration and marking group work. This handbook is intended primarily for the classroom teacher and the school principal. Suggestions for developing tests and other assessment measures are also included.

34. Hunt, D. Norm and Criterion Referenced Testing. Regina: University of Saskatchewan, staff study, November 1974.

* 35. Hughes, Andy S. The Ideology of the "Firm Grip" in Curriculum Decision-making. NBTA News, v27, n11, p6-9 April 8, 1985.

The author points out that a "firm grip" ideology has re-emerged in Canadian education, as reflected in the recentralization of decision-making authority and the re-emergence of the core idea. In particular, there has been the emergence of a "Back-door curriculum which manifests itself in increasingly pervasive and sophisticated assessment and evaluation."

* 36. Jefferson, Anne L. Testing -- An Integral Part of Education. Canadian School Executive, v2, n9, p31 March 1983.

Three reasons for testing are discussed: (1) to provide decision-making information for teachers, parents and students, (2) to measure student achievement, and (3) to motivate students.

* 37. Knott, Doug. Does Ontario Really Need U.S.-Style "Minimal Testing"? Reporter, v4, n1, p20-21 September 1978.

In 1976 the Minister of Education (Ontario) established a work group composed of teachers and administrators to make recommendations concerning (a) the improvement of testing and evaluation in the classroom and (b) the improvement of the reporting system to parents. The report and recommendations of the group are discussed.

38. Krakana, M. Participatory Educational Evaluation and the Decision Making Process. ATA Religious Studies & Moral Education Council Newsletter, v2, n3, p106-110 Fall 1978.

39. Kunkel, Audrey. Student Evaluation a Major Educational Issue. Saskatchewan Bulletin, v46, n3, p1 September 28, 1979.

* 40. Labrecque, René. Policy Statement on Educational Evaluation: An Extension of l'Ecole québecoise. Meqnews, n54, p3-4 February 1981.

The Ministère de l'Education announces a new policy on educational evaluation aimed at providing a better definition of evaluation. The policy outlines the role of different educational agencies in this field and explains how the individuals and organizations involved in evaluation should fulfill their responsibilities. According to the policy, evaluation is an integral part of teaching and teachers hold the greatest responsibility with respect to evaluation. The major aspects of the policy statement are summarized.

41. Lapkin, Sharon. The Assessment of Second Language Skills in a Canadian French Immersion Context. Toronto: Ontario Institute for Studies in Education, July 1981. 18p.

In this paper, the author reviews the objectives of French immersion programs with respect to the development of French language skills and describes some methods of assessment that have been used in Canadian French immersion studies. She attempts to specify the type of information provided by each test or procedure, with a view to identifying language testing needs that remain to be filled or that have been created by the refinement of the original research questions.

* 42. Lecuyer, André. Evaluation. OSSTF Forum, v3, n3, p113-115 May 1977.

The author stresses that any plan for evaluation in education should include evaluation of all the forces within the system (ministry, boards, schools) and within the system's environment (the public and its various components). Evaluation should not be restricted only to the performance of students and teachers. If an all-encompassing model of evaluation were adopted, evaluation could then serve its true purpose -- education -- rather than politics.

* 43. Leitch, Colin. Testing -- Present and Future. School Guidance Worker, v31, n4, p48-54 March 1976.

The author describes the testing efforts of the Student Services Department in his school in the light of financial cutbacks, public demand for accountability, student demand for relevance and student apathy toward the counselling center.

44. Lindsay, P.H., S.L. Phillips, and S. Lefroy. Current Practices in the Intellectual Assessment of Cerebral Palsied Children. Toronto: Ontario Institute for Studies in Education staff study, 1981. 53p.

This report contains: a discussion of the recent literature concerning the use of intelligence and achievement tests with cerebral palsied individuals, a discussion of current problems related to assessment practices, and a critical review of the most popular tests currently being used in the assessment of cerebral palsied children.

* 45. Lynn, D.A. Our Achilles Heel. B.C. Teacher, v59, n2, p58-61 November-December 1979.

The author feels that the teaching profession must improve its understanding and performance in the evaluation of student achievement and that failure to do so will result in serious loss of credibility. The philosophy of evaluation and some of the necessary skills needed to make informed decisions are presented.

* 46. MACOSA Report: ATA Agrees, in General. ATA News, v14, n3, p1 October 9, 1979.

In a brief to the provincial government, the Alberta Teachers' Association agrees with most of the recommendations of the Minister's Advisory Committee on Student Achievement. The recommendations and the positions held by the teachers' association concerning various aspects of the recommendations are discussed.

* 47. Maguire, Tom. "Measurement and Evaluation" in Andrews, J.H.M., and W. Todd Rogers, (eds.) Canadian Research in Education: A State of the Art Review. Vancouver, B.C.: Canadian Society for the Study of Education, 1981. var. paging.

In order to illustrate the kinds of problems that interest researchers in the field of measurement and evaluation, the author has selected four sub-topics and discusses under each the content, method, purpose and source of the research. The topics discussed are (1) assessment of student achievement on a provincial, national or international basis using large-scale assessment programmes; (2) the development, evaluation and use of latent trait models for measuring educational achievement; (3) the investigation of item and test bias; and (4) the development of new methods for programme evaluation. The article also discusses the organization and support of research in measurement and evaluation in Canada.

* 48. Manitoba Teachers' Society. Student Evaluation. Winnipeg: Manitoba Teachers' Society, 1973. 125p.

Although this publication contains the report of the Student Evaluation seminar, its main focus is the sequential step-by-step description (model) of a process for evaluating student performance in the classroom. The plan, designed by the seminar group, features versatility and thus can be used in whole or in part, in the classroom, by the school or by a school division. With suitable modifications, the basic principles of the design are applicable to a wide range of circumstances requiring evaluation.

* 49. McGuigan, Corrine A. Selecting and Evaluating Educational Tests. B.C. Journal of Special Education, v6, n4, p295-309 Winter 1982.

Philosophical, technical, and practical considerations in selecting and evaluating educational tests for exceptional children are discussed. The following major technical considerations are addressed: validity, reliability, sensitivity, appropriateness, objectivity, and feasibility.

50. McKenna, M.J. Evaluation: A General Schema. Ontario Mathematics Gazette, v17, n1, p10-15 September 1978.

* 51. McLean, Les. Rethinking Achievement Testing. E + M Newsletter, n40 Winter 1983-84.

This article argues that achievement test scores have little or no pedagogical value. Tests may have political value and grading value but they do not help solve the problems of teaching and learning.

* 52. McLean, Leslie D. The Craft of Student Evaluation in Canada. Toronto: Canadian Education Association, 1985. 63p.

A report is provided on the uses employers and university admissions officers make of high school marks. As well, information from previous studies and from interviews with classroom teachers, principals, and officials in school districts and departments of education in six provinces is synthesized. The author concludes that, as a skill, student evaluation is neglected and has a weak scholarly base. He recommends that school systems pay more attention to evaluation in professional development activities and supervision and that they develop promotional material to explain to employers and the general public how students are evaluated and what marks mean.

* 53. Morris, Joan. Testing: Yes or No, Not Maybe. School Guidance Worker, v31, n4, p29-32 March 1976.

The author maintains that guidance counsellors must make a definite commitment to a complete testing program. She also proposes that special workshops be offered to update counsellors on testing programs in the secondary schools.

* 54. Morrison, Frances. But What Does the Test Measure Anyway? School Guidance Worker, v36, n4, p7-13 March-April 1981.

All test users should be aware of the need for supporting evidence on the validity of the tests they propose to use. This article describes several different types of validity and gives practical examples of each. Validity in general, content validity, predictive validity, concurrent validity, face validity and factors influencing validity are discussed.

* 55. Mussio, Jerry. Assessment: Factors to Consider. School Guidance Worker, v31, n4, p10-12 March 1976.

The author reiterates the need for a systematic assessment of learning. He suggests that administrators: (1) decide what information is needed most; (2) design appropriate methods for ascertaining this information and how it will be used; and (3) use the information for positive changes.

* 56. Nyberg, Verner R. Testing Whom for What? (Address to the CEA Convention, Calgary 1977.) Education Canada, v17, n4, p18-21 Winter 1977.

The author argues for a new system of evaluating student achievement.

* 57. Ontario. Ministry of Education. Report to the Minister of Education, The Honourable Thomas L. Wells of the Work Group on Evaluation and Reporting. Toronto: Ontario Ministry of Education, 1977. 23p.

This work group was formed to recommend improvements in testing and evaluation procedures in Ontario classrooms and improvements in reporting procedures which will give teachers and parents a clearer understanding of how their children are progressing. The group examined evaluation practices and procedures in other jurisdictions in Canada and the United States. The report and recommendations are divided into three main areas -- evaluation, testing and reporting.

* 58. Provincial Evaluation Policies, Guidelines and Procedures. Edmonton: Alberta Education, 1984. 13p.

A comprehensive set of guidelines for evaluation of students, teachers, programs, schools and school systems is presented.

* 59. Québec. Conseil supérieur de l'éducation. The Evaluation of Learning, "Does it Count". Québec: Conseil supérieur de l'éducation, 1982. 34p.

This study considers the evaluation of learning in Quebec secondary schools. The needs and expectations arising from the 1981 policy paper Politique générale d'évaluation pédagogique, are discussed. Ways in which the measures proposed in the document are applied in secondary schools are examined. Recommendations are made to alleviate problems identified through discussions with educators.

60. Québec. Ministère de l'éducation. General Policy for Educational Evaluation for Preschool, Elementary and Secondary Schools. Québec: Ministère de l'éducation, 1981. 23p.

* 61. Rayner, Robert. Let the Barbarians In! NBTA News, v27, n11, p3-4 April 8, 1985.

The author discusses recent trends toward rigorous testing and a narrowed curriculum in the light of equality of educational opportunities. He concludes that education is being redesigned to favour the elite.

* 62. Rimmington, Gerald T. Evaluation in History and the Social Studies: The Longitudinal Aspect and Its Problems. History and Social Science Teacher, v12, n4, p207-11 Summer 1977.

Two questions are addressed: Should social studies evaluation techniques show a progression similar to the increasing sophistication of curriculum and teaching methods to which the student is exposed as he moves from one grade level to the next? Should measurement techniques relate to the known facts of human development?

63. Roles in Student Evaluation and Research: A Historical and Current View of Examination Practices and Files of School Statistics. Edmonton: Alberta Education. Student Evaluation and Data Processing Branch, September 1976. 22p.

* 64. Russell, Howard H. Program Evaluation For the Eighties. Teacher Education, v16, p4-11 April 1980.

Various assessment instruments are discussed -- teacher-made tests, standardized tests, criterion-referenced tests, and item banking. The author comments on the status of these testing methods in schools today.

* 65. Safran, Carl. Can Counsellors Use Tests Effectively. School Guidance Worker, v31, n4, p23-27 March 1976.

In the first part of this paper, the author discusses trends and problems facing the counselling profession. The second part deals with the technical use of tests.

66. Saskatchewan Department of Education, Regina, 1976. Report of the Ministers' Advisory Committee on Student Evaluation. October 1975. 45p.

The report presents recommendations based on studies of the views of parents, teachers, administrators and trustees concerning student evaluation practices in Saskatchewan.

* 67. Schumacher, Phyllis, and others. Three Views on the Subject of Evaluation. One World, v22, n1, p6-7 Fall 1983.

A teacher, a trustee and a university professor address various issues in the field of evaluation.

68. Sharples, Brian, and Frank Fowler. A Survey of Research and Development in Student Evaluation in Ontario. Toronto: The Ontario Association of Education Administration Officials, March 1977. 67p.

This survey is an annotated bibliography of studies conducted by school boards and educational institutions in student evaluation. More than 80 projects are listed, of which 54 were undertaken by school boards. Of the studies, the majority are concerned with standardized testing of elementary school curriculum. Some evidence is provided of a growing interest in the use of criterion-referenced testing for evaluation purposes.

* 69. Shoemaker, David M. Beyond the Bloom Taxonomy. E + M Newsletter, n36, p[1-4] March 1981.

The author states that the most needed improvement in achievement testing lies in improving the conceptualization of domains of objectives. He proposes that a domain of skills should be provided with a framework that specifies interrelationships between component skills.

70. Swain, Merrill. Bilingual Education Project: Project Outputs. Toronto: Ontario Institute for Studies in Education, staff study, unpublished, 1977. 5p.

This list of 95 documents produced by project staff in conjunction with the long term Bilingual Education Project at OISE contains sections on (1) program evaluation, (2) general discussions of bilingual education, (3) psycholinguistic studies, (4) testing materials, and (5) curriculum materials.

71. The Testing Issue. ASTA Leader, v8, n4, p1 May 1980.

* 72. Tomkins, George, et al. Testing and Evaluating Students. BC Teacher, v63, n4, p173-177 March-April 1984.

Five members of UBC's Faculty of Education examine the issues involved in evaluating student performance. The topics considered are: (1) the historical background; (2) the meaning of evaluation; (3) interpretation of student test scores; (4) testing and curriculum implementation; and (5) fairness in testing minority group students.

* 73. Toronto Board of Education. Staff Committee on Evaluation and Testing. Evaluation, Measurement and Reporting to Parents: The Report of the Staff Committee on Evaluation and Testing. Toronto, Ontario: Board of Education, 1978. 87p.

In March, 1977 a committee was set up by the Toronto Board of Education to examine the broad parameters of evaluation as well as the more specialized aspects of testing of student achievement. The committee was requested to present some clear practical recommendations regarding testing throughout the system and reporting to parents. This subsequent report is an attempt to recognize and address the need for a clear coherent policy on evaluation, measurement and reporting to parents and to ensure that such testing as does occur facilitates learning, is meaningful and does not detract from the quality of the program in the schools. The report also addresses the major concerns raised by principals and their staffs and incorporates many of the suggestions offered by individuals throughout the system.

74. Traub, Ross E. There's More to Know, and Different. Field Development News, v14, n1, p[1]-7 September 1983.

Essay review of "What Every teacher and Parent Should Know About Student Evaluation", by Mark Holmes.

75. Vale, Norma. Exams: the Agony and...the Necessity [Convenient, Valid, Imperfect...and Here to Stay!] University of Toronto Graduate, v6, n3, p3,5 Spring 1979.

* 76. Violato, Claudio. Some Common Myths About Tests. ATA Magazine, v16, n3, p18-19 March-April 1985.

The author argues that, with the possible exception of creative writing, objective tests are superior to subjective tests for measuring virtually any academic achievement. He discusses some of the common misconceptions held about objective, especially multiple choice, tests.

* 77. Wahlstrom, Merlin. Measuring Achievement at the Grade 1-6 Level [Summary]. Reporting Classroom Research, v7, n4, p3 November-December 1979.

This article briefly reviews the results of a study by M.

Wahlstrom entitled "Measuring Achievement at the Primary and Junior Levels". This study was commissioned by the Ontario Ministry of Education to provide an analytical review of currently available measures of achievement relating to the teaching/learning objectives of the primary and junior levels. A comprehensive examination of evaluation practices in the schools of nine Ontario boards was conducted.

* 78. Wahlstrom, Merlin W., and Jean Clandinin. Tests: Can We Trust Them? School Guidance Worker, v35, n4, p43-48 March-April 1980.

This article focuses on the success of objective techniques in educational assessment. The author stresses that each test must be analysed on its own and within the context of its proposed use. A brief reference to an evaluation of one instrument is included.

* 79. Weinstein, E.L., and M.W. Wahlstrom. The Credit System in Ontario: Credit or Debit? Teacher Education, n13, p16-22 October 1978.

In a study of secondary student course selection under the credit system it was found that students earned more credits than they needed for graduation and that two-thirds of these credits were earned in traditional academic content areas. The authors discuss whether their evidence sheds any light on the question of whether or not academic standards have been declining. Although they do not come to a definitive conclusion, they do suggest that their results indicate that the credit system did not foster any "slacking-off" in secondary school work.

* 80. Weiss, Joel. Assessing Conventional and Nonconventional Outcomes. E + M Newsletter, n34, p[1-4] March 1980.

In this article the author discusses educational outcomes and conventional and nonconventional assessment procedures. Reference is made to numerous nonconventional assessment instruments which are likely to be of interest to principals and teachers who are looking for a wider selection of evaluation methods.

* 81. Weiss, Joel. Evaluation as Education. E + M Newsletter, n39, p2-4 Fall 1982.

A discussion of the role played by evaluators and evaluation procedures and outcomes in the educational process. Evaluators are urged to be more aware of their objectives and to communicate these objectives to others.

* 82. Wesche, Marjorie Bingham. Communicative Testing in a Second Language. Canadian Modern Language Review, v37, n3, p[551]-571 March 1981.

Describes underlying concepts and current issues in communicative testing and illustrates application of these ideas by examining theoretical constructs, issues, and work done so far in relation to second language testing.

* 83. Wilson, R.J. Three Faces of Evaluation: Students, Teachers, Curriculum. History and Social Science Teacher, v12, n4, p203-206 Summer 1977.

This paper discusses three general questions about evaluation as each relates to student, teacher, and curriculum evaluations. The three questions are: Is the purpose of the evaluation clear? Is the evaluation being performed at an appropriate time? Are the data generated appropriate to the purposes?

* 84. Wright, Oudia M. Towards a Policy For Evaluating Student Achievement. School Guidance Worker, v38, n4, p10-14 March 1983.

The design and implementation of evaluation policies and procedures was the subject of study by committees struck by various Ontario boards of education, the Ministry of Education, and the Ontario Institute for Studies in Education. This article identifies and briefly discusses some of the significant issues dealt with by these groups. Many of the issues have not been resolved and remain key factors in any consideration of the evaluation of student achievement.

DEVELOPMENT OF TESTING INSTRUMENTS

85. Alberta Education. Feasibility of Assessing Achievement in Social Studies. Edmonton: Alberta Education staff study, unpublished, July 1977. 86p.

This study gathered information on the feasibility of assessing student achievement in social studies, and presented alternatives for action to the Minister's Advisory Committee on Student Achievement.

86. Barnes, B. Development of a Canadian Data Base of Grade Referenced Norms for the Vocabulary (VA) and Structure (SA) Forms of the Comprehensive English Language Test for Speakers of English as a Second Language (CELT). Vancouver: Educational Research Institute of British Columbia, 1978. 13p. (Report 78:29)

87. Burnham, Brian, and Robert F. McCulloch. Test Review 71. Aurora, Ont.: York County Board of Education, January 1972. 37p.

The results of field trials of two new standardized tests with 1,100 students are reported. The Canadian Cognitive Abilities Test, Primary 1 Battery (1970) was found to yield a higher mean IQ (109) than anticipated. The Metropolitan Achievement Tests, Primary 1 Battery (1970) yielded means identical with American norms.

88. D'Oyley, Vincent. Technical Note on the Canadian Test of English Language (CTEL). Revised. Toronto: Council of Ontario Universities, March 1976. 44p.

This paper provides technical information concerning the Canadian Tests of English Language, one of the series of Canadian English Language Achievement Tests developed by O.I.S.E. It consists of three sections: construction shift; prose groups; and usage.

89. Edmonton Public School System. Listening and Speaking Objectives Divisions I-IV. Edmonton: Edmonton Public School Board, March 1979. 136p.

The development of a list of testable objectives which could be used as a basis for preparation of instruments to assess listening and speaking skills is described.

* 90. Ellis, Julia L. Testing For Creativity: Issues and Suggested Practices. School Guidance Worker, v37, n4, p30-36 March-April 1982.

The purpose of this article is to describe a relatively manageable and defensible method for obtaining a product measure of creativity from students. Issues and problems related to product criterion measures of creativity are outlined.

91. Evans, P.J.A. Analysis of Student Writing: Grade 7-8, and Test Development. Toronto: Ontario Institute for Studies in Education, staff study, unpublished, August 1978. 5p.

This report lists supporting documentation concerning student writing and its evaluation and provides information about the development and impact of a test which was developed in the project.

92. Fletcher, R. The Development of Performance Objectives for the Junior High School Mathematics Program. Edmonton: Department of Research and Evaluation, Edmonton Public School Board, June 1973. 23p.

A committee of teachers and curricular associates developed performance objectives for the grade 7, 8 and 9 mathematics program.

93. Isaacs, J., and L. Zinyk. Development of Senior High Mathematics Performance Objectives. Edmonton: Department of Research & Evaluation, Edmonton Public School Board, June 1974. 8p.

This study attempted to develop performance objectives for the Grade 10-12 mathematics program in order that integrated learning could occur.

* 94. Klassen, Wendy, and others. Item Preparation for the 1981 B.C. Mathematics Assessment. Vector, v22, n2, p22-25 Winter 1981.

The author is one of a team of teachers contracted to prepare achievement tests for the 1981 B.C. Mathematics Assessment. The steps involved in the construction of such an exam are described.

95. Leithwood, Kenneth A. Development of a Criterion-Referenced Testing System in Language Arts. Toronto: Ontario Ministry of Education, unpublished, September 1978. 2 vol.

This report (two volumes) concerns the use of cloze procedures for assessing literal comprehension. The section of the report dealing with writing assessment is based on the students' ability to "make sense" to selected audiences from known peers to unknown adults and is speculative at this time.

96. Leithwood, Kenneth A., et al. Development of a Criterion-Referenced Testing System in Mathematics. Peterborough: Ontario Institute for Studies in Education, Trent Valley Centre, 1975. 16p.

This paper describes procedures used by a school system for developing a criterion-referenced testing system in mathematics, and suggests possible modifications to the procedures.

97. Leithwood, Kenneth, and Martin Nystrand. Development of a Criterion Referenced Testing System in Language Arts: Volumes 1 and 2. Toronto: Ontario Ministry of Education, October 1977. 128p. and 311p.

The two major outputs of the project, reported in these two volumes are: (a) a set of multiple choice cloze test passages and items to assess literal comprehension of children from grades 1 through 10 and (b) application of the cloze procedure for assessing the effectiveness of a student's writing.

98. Levine, Lois K.L. The Development of an Evaluative Instrument for Biology Laboratory Skills. Fredericton: University of New Brunswick, M.Ed. thesis, October 1973. 115p.

An objective test instrument was constructed to evaluate ten basic biology laboratory skills.

99. Lo, Arthur. The Development of a Drawing Test for Utilization in High School Art Education. Winnipeg: University of Manitoba, M.Ed. thesis, May 1973.

100. Lopatka, Ray. Development of Models for Assessing Affective Objectives in the Social Studies: A Report to the Minister's Advisory Committee on Student Achievement. Edmonton, Alberta: Minister's Advisory Committee on Student Achievement, 1978. 132p.

*101. Maguire, Thomas O., and others. Development of Scales on Attitudes Towards the World of Work. Edmonton: Alberta Education, 1979. var. paging + Executive Summary and Administration Manual. 43p.

As a small part of the Minister's Advisory Committee on Student Achievement activities, a subcommittee was struck to investigate the feasibility of assessing objectives in the affective domain. This study was commissioned by the committee to develop and validate an instrument for assessing student attitudes towards the world of work. Although the items developed in the study have potential for use at the individual level, the emphasis of the study was to validate and assess the instruments' capability for group assessment.

*102. McLean, Les. Britain Drops Work on Rasch Model -- Ontario Remains Calm. E + M Newsletter, n38, p[4] Winter 1981-82.

The reliability of a commonly used model for quantifying student achievement is called into question.

*103. McLean, Leslie D. , and Ronald G. Ragsdale. The Rasch Model for Achievement Tests: Inappropriate in the Past, Inappropriate Today, Inappropriate Tomorrow. Canadian Journal of Education, v8, n1, p71-76 1983.

The authors review the work of Robitaille and O'Shea who used the Rasch model to develop a set of 40-item mathematics achievement tests. The authors feel that the Rasch model is inappropriate for such a purpose and that the previous researchers present the model in a too favorable light. It is suggested that continued application of the model encourages less desirable educational practice and misdirects scarce resources.

104. Morrison, Francis E. Development of a Diagnostic Test in Mathematics for Grade 9. Ottawa, Ont.: Ottawa Board of Education and Ontario Institute for Studies in Education, August 1970. 16p.

This paper describes the development of the test now known as the Diagnostic Test in Mathematics, Level I, which is available from the Guidance Centre, Toronto.

105. Narang, H.L. Developing Criterion-Referenced Tests in Reading. Query, v10, n1, p13-16 February 1980.

*106. Plattor, Emma, W.R. Unruh, Laura Muir and Ken Loose. Assessing Achievement of Selected Objectives in Listening and Speaking. Edmonton: Alberta Education, Minister's Advisory Committee on Student Achievement, 1979. 370p. + summary.

The purpose of the study was the development of criterion-referenced instruments designed to assess Alberta students' achievement of selected listening and speaking objectives at the grades 3, 6, 9, and 12 levels. Pilot and field tests were constructed and administered to samples of Alberta students at each grade level. Knowledge, skills, and attitudes were tested. Conclusions and recommendations based on the study were reported.

107. Reich, Carol, Anne Keeton and Peter Lindsay. A Language Assessment Battery for Hearing Impaired Children -- Final Report. Toronto: Ontario Ministry of Education, staff study, October 1978. 116p.

This report describes progress during the first year of a project designed to develop a test of language comprehension which can be used to assess the development of linguistic skills of severely and profoundly hearing impaired children as they progress through the school system.

108. Roadhouse, A., and B. Wong. Validation of the Test of Language Development (TOLD). Vancouver: Educational Research Institute of British Columbia, 1978. 49p. (Report No. 78).

109. Robinson, Floyd G., et al. Preliminary Form of Comprehensive Problem Solving Test. Experimental Version. Toronto: Ontario Institute for Studies in Education, staff study, unpublished, March 1977. n.p.

This 31-item test is an experimental version from a project developing ways of assessing problem solving and critical thinking.

110. Stern, H.H. Formative Evaluation of Curriculum Materials for the Teaching of French as a Second Language. Toronto: Ontario Ministry of Education, July 1979. 391p.

This study includes a sample of all Ontario students in secondary schools, and through a sequence of instrument development, pilot trials, field trials and extended field trials, assures the quality of both the materials and the testing instruments.

*111. Studd, David. Developing an Effective Testing Program. School Guidance Worker, v36, n4, p19-23 March/April 1981.

The rationale for including standardized testing instruments in a comprehensive educational and career guidance program is presented. Aims, objectives and implementation strategies are discussed. Various testing instruments which could be useful in this context are explained.

112. Swain, Merrill. Bilingual Education Project: English Story Completion Test. Toronto: Ontario Institute for Studies in Education, staff study, unpublished, 1975. 2p.

113. Swain, Merrill. Bilingual Education Project: French Story Completion Test. Toronto: Ontario Institute for Studies in Education, staff study, unpublished, 1975. 2p.

114. Swain, Merrill. Bilingual Education Project: Test de vocabulaire. Toronto: Ontario Institute for Studies in Education, staff study, unpublished, 1975. 2p.

115. Swain, Merrill. Bilingual Education Project: Vocabulary Test. Toronto: Ontario Institute for Studies in Education, staff study, unpublished, 1975. 2p.

116. Taylor, Hugh, R. Nancy Greer, and Jerry Mussio. Construction and Use of Classroom Tests. Victoria: B.C. Ministry of Education, December 1978. 56p.

117. Titus, Allan. A Comparison of School Variability on Two Grade 8 Achievement Tests: The Gates-MacGinitie Reading Test and the Scarborough Test of Basic Arithmetic Skills. Scarborough, Ontario: Scarborough Board of Education, March 1978. 17p.

In response to the need for a test more relevant to the local curriculum, the Scarborough Test of Basic Arithmetic Skills -- grade 8 was constructed to correspond closely to part of the grade 8 math curriculum in the hope that it would provide a more sensitive measure of program changes than publishers' norm-referenced mathematics tests.

118. Tourond, Margaret. *Construction and Standardization of French Reading Tests for Primary French Immersion Children*. Ottawa, Ontario: Carleton Board of Education, May 1978. n.p.

The construction and validation of reading tests for primary French immersion is described.

119. Boisset, Annick, and Noreen Dobson. Identifying High-Risk Math Students: A Report Submitted to the Research and Development Committee, John Abbott College. Sainte-Anne-de-Bellevue, Que.: John Abbott College, December 1980. 62p.

120. Bramwell, John R. Evaluation: Close Encounters of the Fourth Kind. Ontario Mathematics Gazette, v17, n1, p9-10 September 1978.

*121. Brown, Ian D.R. The Teacher-Psychologist Relationship: A Shared Responsibility. School Guidance Worker, v37, n4, p14-18 March-April'82.

The author discusses the teacher-school psychologist relationship, common assessment instruments, their benefits and limitations and some of the ways in which teachers can use the information contained in psychological reports.

122. Brown, K.G. Individualizing Assessment of the Learning Path of Students Using Computer Assisted Learning. Fredericton: University of New Brunswick, staff study, unpublished, May 1980. 8p.

A graphical method is presented which shows each student's path through a typical CAL program. The graphs, being one per student, can be compared to establish difficult and easy parts of the learning program. This reduces the large amount of response information produced to select those parts of the learning task which students find to be most difficult or straightforward. Thus the program can be modified to suit the learner's needs.

123. Brownstone, Faye, and M. Kaye Kerr. Where Are Screening Programs Going? Today, v8, n1, n.p. Nov.'78.

124. Butler, Lenora F, and others. Development and Evaluation of School-Based Assessment and Treatment Approaches for Depressed Children, Phase 1 - 1976-1977. Toronto: Ontario Institute for Studies in Education, August 1977. 73,[59]p.

125. Carlow, Chester D. K-6 Mathematics Project: "Diagnostic Tests, K-6" and "Report on the K-6 Mathematics Diagnostic Tests". Toronto: Ontario Institute for Studies in Education, staff study, 1973. 35p, 21p.

Diagnostic tests, and a report on their use in a project involving the development, through co-operative work with teachers, of materials in four topical strands: estimating, measurement, algorithms-computation, and geometry.

126. Collis, Shirley M. K/I Transition Class: A Developmental Program for Children Determined as High-Risk for Learning. Vancouver: Educational Research Institute of British Columbia, 1979. 69p. (Report No. 79:28)

127. Council of Ontario Universities. Survey on Diagnostic Achievement Testing: Report of Findings. Toronto: Council of Ontario Universities, August 1981. 32p.

128. Gershman, Janis. Testing English as a Foreign Language: MICHIGAN/TOEFL Study. Toronto, Ontario: Toronto Board of Education, July 1977. 21p.

Based on the results of testing 338 grade 13 students, it appears that with few exceptions both English language proficiency tests (TOEFL and MICHIGAN) appear to do what they are supposed to do: to indicate those students who have learned English as a second language and who may have difficulty succeeding in an English post-secondary institution. In general, the results are satisfactory; however, when dealing with borderline cases, problems did arise. It is probably unlikely that another test can remove these inadequacies.

*129. Heydorn, Bernard L. Learning Disabilities Into the Eighties: Myths and Realities. Comment on Education, v11, n2, p10-14 December 1980.

The author discusses the problem of defining learning disabilities and then takes a closer look at some of the popularly held notions of diagnosis and remediation.

130. Hunt, David E. et al. Assessing Conceptual Level by the Paragraph Completion Method. Toronto: Ontario Institute for Studies in Education, 1978. 105p. (Informal Series No. 3)

131. Keener, Wes. Using Criterion Referenced Objectives or How I Stopped Worrying and Learned To Love Mastery Teaching. Ontario Mathematics Gazette, v17, n1, p7-9 September 1978.

132. Keeton, A., et al. The Language Assessment Battery (LAB) -- Final Report. Toronto: Ontario Institute for Studies in Education, staff study, unpublished, October 1979. 61p.

This report describes the Language Assessment Battery, designed for monitoring the progress of severely and profoundly deaf children through their formative years; the Battery is intended as a comprehensive assessment system to be used by a classroom teacher in order to characterize, in some detail, the receptive language competence attained by a particular child at a given time.

133. Kennedy, Ann. Report From the Research Committee, [List of Evaluation Tools Currently in Use With Hearing Impaired Children Across Canada]. Association of Canadian Educators of the Hearing Impaired Journal, v7, n1, p32-41 Fall'80.

134. Kershener, John R. Uniform Motor Lateralization in Normal Six Year Old Boys as Related to Later Reading Disability: A 5-Year Study. Toronto: Ontario Institute for Studies in Education staff study, unpublished, 1977. 23p.

The differentiation of lateral preference in hand, eye, ear and foot was measured in 110 normal grade 1 children and they were tested three and five years later in reading achievement. No support was found for the widely held belief that delays in early lateralization underlie subsequent reading impairment. Paradoxically, boys with serious reading disability showed a strong degree of early lateral preference.

*135. Kirkwood, Kristian J., and Richard G. Wolfe. Matching Students and Reading Materials: A Cloze-Procedure Method for Assessing the Reading Ability of Students and the Readability of Textual Materials. Toronto: Ontario Ministry of Education, 1980. 77p.

The investigators used standard open-ended cloze testing to establish a criterion for the utility of a reading passage for a student. A literacy survey was made to determine the overlap in the reading abilities of students and the language difficulty of reading materials in use in the schools. Also, a technology was created for matching materials and students. The study focused on grades 4, 7 and 10 and on the subject areas of language arts and social studies. Four school boards participated in the study. Each student wrote one form of a multiple-choice cloze test and took a sample of three of the 39 open-ended cloze tests for the grade and subject area. It was found that most of the reading passages were too difficult for most of the students, and that, especially for students at the low end of the reading ability scale and in the lower grades, there were few appropriate materials.

136. Knights, Robert M., S. June Cunningham, and Madeline I. Hardy. Basic Reading Skills Remedial Program: Evaluation in Computer-Assisted and Workbook Format. Ottawa, Ontario: Carleton University, and London, Ontario: London Board of Education, 1980. iii, 26p.

The purposes of this study were to evaluate the use of the Basic Reading Skills (BRS) program, to determine its validity as a kindergarten predictor of grade 1 reading achievement, and to measure the effectiveness of the BRS training program. 128 Ottawa area students with reading difficulties (aged 6-12) formed the sample. Both computer-assisted and workbook assessments produced positive results.

137. Lord, John, and Debra Pepler. Assessing Children's Perceptual-Motor Development -- Issues and Alternatives. CAHPER Journal, v45, n3, p6-11 Jan.-Feb. 1979.

*138. MacIntyre, Robert D., and others. Identification of Learning Disabilities in Ontario: A Validity Study. Toronto: Ontario Ministry of Education, 1980. 137p.

The purpose of this study was to examine the process by which diagnostic data on children thought to have learning disabilities is generated and used. Emphasis was placed on the validity of test instruments in common use in the field. A small sample of Boards were visited to study the learning disability identification and placement procedure.

139. Morrison, F. An Assessment of the Usefulness of Mathematics Topics Tests as Diagnostic Instruments. Toronto: Ontario Ministry of Education, staff study, unpublished, May 1978. 76p.

This research examines the conditions under which the use of Mathematics Topic tests at the Grade 5 level can provide valuable assistance to teachers.

*140. Morrison, Frances Crook. Testing and Remedial Teaching. School Guidance Worker, v34, n4, p28-32 March-April 1979.

The author explains how information from systematic testing can be useful in identifying needs.

141. Morrison, Frances, G.A. Watkin and R. Bonyun. A Developmental Study of the Understanding of Syntax in Relation to Reading Comprehension in the Junior and Intermediate Grades. Ottawa, Ont.: Ottawa Board of Education staff study, unpublished, March 1978. 31p. + appendix.

Identification of syntactical elements frequently encountered by students and development of a test instrument for diagnosing reading problems related to syntax. The development of various test versions for various syntactical elements at various grade levels is discussed. Tests were developed for grade 1 through 6. Mean scores reveal a steady improvement from grade to grade. Item analysis provides an indication of which syntactical elements, as presented in these tests, pose problems for students at each grade level. Some elements have reached mastery by grade 3, some not until later grades.

142. Morrison, Frances E. Mathematics Tests in Ottawa Schools. Ottawa, Ont: Ottawa Board of Education, May 1971. 16p.

The uses of diagnostic mathematics tests are discussed.

143. Nash, Chris. Early Identification or Early Childhood Education: A Matter of Choice. Journal of Canadian Association for Young Children, v7, n1, p40-49 May 1981.

*144. O'Bryan, K.G. The Windsor Early Identification Project. Toronto: Ontario Ministry of Education, 1976. 109p.

This project is a multi-disciplinary endeavor aimed at the early identification of children who may be likely to have difficulty in coping with the beginning school experience or to identify extremely capable children who might need more challenging programs. In this process an extensive test battery is backed by parent/teacher discussion and recording of the child's health and social history.

*145. O'Bryan, K.G. The Windsor Early Identification Project Revisited: Junior Kindergarten Findings and Follow-up of Original Kindergarten Sample. Toronto: Ontario Ministry of Education, 1980. 108p.

Although the Windsor Early Identification Project had achieved considerable success as a viable means of inexpensively identifying high risk/high potential children in the kindergarten year, relatively little was known about its usefulness at the beginning or end of the Junior Kindergarten year. Furthermore, the subsequent progress of the children identified three years earlier had not been assessed. Results of this follow-up showed that the W.E.I.P. had sound longitudinal characteristics with good predictive validity. The current assessment battery of the W.E.I.P. was found to be unsuitable for use in Junior Kindergarten.

*146. Orieux, James. Beyond the Language Barrier in Testing. Alberta Counsellor, v7, n2, p42-49 Summer 1978.

This article attempts to deal with the basis of language in the learning process, namely, "receptive", "inner", and "expressive" language processes. Some of the etiology or "possible origins" of language deficits and speech problems are presented. Assessment instruments or materials and some practical methods are suggested to provide ideas for school personnel who will be assessing and /or teaching these students.

*147. Pipho, Chris. Testing Spreads Fast, Led By Non-Educators. Reporter, v4, n1, p21-22 September 1978.

The author presents a summary of the spread of the minimum competency testing movement in the U.S.

148. Plaunt, Sally. The Relationship Between Syntax Development in Language and Five Basic Skills in Reading. Ottawa, Ontario: Carleton Board of Education, March 1978. n.p.

This project was designed to provide an early diagnostic screening device for basic reading skills to be of use to regular or special education teachers as part of the resource unit of an elementary school.

149. Polatajko, Helen J. Vestibular Function and Academic Learning: A Study of Normal Children and Children Identified as Learning Disabled. Toronto: University of Toronto, Ontario Institute for Studies in Education, Ph.D. thesis, June 1982. ix, 146p.

> The purpose of this study was to test the vestibular dysfunction hypothesis, and to determine the possible relationship between vestibular function and academic performance. Vestibular and related oculo-motor and optokinetic functions and academic performance were measured, using standard clinical procedures, in a group of 40 normal and 40 LD children. Analysis indicated that children's vestibular responses are qualitatively similar to adults; that there was no significant correlation between academic performance and vestibular function; and that vestibular function had no systematic educational relevance. The implications of these findings on the classification of LD according to vestibular responsivity, and related theories and therapies are discussed.

150. Priebe, Robert M. A Study to Develop a Diagnostic Achievement Test for Saskatchewan Division III Industrial Arts. University of Saskatchewan, M.Ed. thesis, March 1974.

151. Ross, John A. _Final Report: The Development of a Set of Assessment Tools to Measure Student Mastery of the Skills of Scientific Inquiry_. Toronto: Ontario Institute for Studies in Education, June 1979. 4p.

> This report describes activities in a project which was designed to develop a set of teacher-usable skills and to produce a brief, easily-read teacher manual which provides instructions on the appropriate uses of the tests developed.

152. 16 Tests That May be Used in Diagnosis. _E.A.C.L.D. News_, v10, n7, p2-5 Oct.-Nov. 1978.

153. Sudermann, M. _Early Identification of Learning Needs: Ottawa Data_. Ottawa, Ontario: Ottawa Board of Education, Spring 1981. 30p. (Research Report 81-03)

> Three measures of readiness were taken from samples of children in regular English and French immersion kindergartens. One was a newly developed inventory completed by the teacher. Another was the Metropolitan Readiness Test, and the third was a ranking on the basis of readiness for academic tasks in grade one. The next year in grade one, teachers administered a reading test in either language and a

behavior rating scale. There was a significant relationship between each of the three measures and success in grade one reading. The findings suggest that both teacher ranking and referrals and group readiness scores should be used in combination and that similar procedures are appropriate in both English and French immersion kindergarten. The test appears to be less effective in identifying gifted children than in predicting children who will have difficulty in reading.

154. Swain, Merrill. An Analysis of Verb Form and Function in the Speech of French Immersion Pupils. O.I.S.E. staff study, unpublished, 1977. 15p.

Subjects of the analysis were randomly selected students from a grade 5 immersion class, all in their sixth year of the immersion program. The authors argue that this kind of depth study of form and function in the speech of immersion students is not only of theoretical interest to researchers but also of practical value to classroom teachers. By taking into account the function of particular utterances and the wider context of these utterances, it is possible to discern systematic patterns of usage that may differ from what native speakers do. The value of this type of analysis to teachers is that it provides a basis for understanding the motivation behind the errors that are made, thus allowing for monitoring that goes beyond the correction of individual errors in form.

*155. Turnbull, William W. Identifying the Exceptional Child: How Test Scores Can Help. School Guidance Worker, v37, n4, p25-29 March-April 1982.

The author proposes several principles in the use of test scores in education in general and in identifying the exceptional child in particular. He concentrates further on the use of scores derived from standardized group tests of intelligence or achievement commonly given to all students at a particular age or grade level in large-scale testing programs.

*156. Waksman, Mary. The Cognitive Training Assessment Model: An Alternative to Standardized Testing. School Guidance Worker, v38, n4, p39-43 March 1983.

The use of standardized tests for diagnostic purposes has been frequently questioned. Recent research suggests that instead of concentrating on the solution of a task, psychologists need to assess the cognitive processes engaged in by individuals during problem solving and determine the specific types of abilities children demonstrate when they master cognitive tasks. A discussion of Feuerstein's Learning Potential Assessment Device, a clinical battery of tests which focusses on the assessment of learning processes, is presented.

*157. Wiener, Judith. Informal Assessment: Or What to do Until the Psychologist Comes. School Guidance Worker, v37, n4, p42-51 March-April 1982.

A few informal assessment techniques for oral language and reading are presented. Teachers and counsellors can use the information provided by these techniques as a data base for assisting children displaying mild learning problems.

158. Williams, Richard L. A Comparative Study of Metric Skills of Intermediate Students in Calgary, Alberta and Spokane, Washington. Spokane, Washington: Washington State University, June 1978. 128p.

The investigator developed and validated a diagnostic test of metric skills and administered the test to intermediate students and teachers in Calgary and Spokane. Results indicated that Canadian students were better prepared in the skills of estimation, conversion, and use of units and symbols while American students were somewhat better prepared in the skill of measurement. Canadian students performed significantly better in all metric unit areas of length, mass, volume and temperature. There were no significant differences in teacher metric performance between countries. However, teachers with more metric inservice training scored significantly higher than those with less inservice.

*159. Wong, Bernice . The Role of Measurement in Remediation. B.C. Journal of Special Education, v2, n3, p253-64 Fall 1978.

The paper focuses on the importance and relevance of measuring the remedial progress of any learning disabled student.

*160. Wong, Bernice, Wayne Jones, and Roderick Wong. Differentiating Between Normally-Achieving and Learning-Disabled Adolescents on an Experimental Test Battery. B.C. Journal of Special Education, v7, n3, p261-271 Fall 1983.

This study investigated the use of an experimental test battery in discriminating between normally-achieving and learning-disabled secondary students. The experimental test battery consisted of the Otis-Lennon Mental Ability Test, the

Raven's Standard Progressive Matrices, three subtests from the Woodcock-Johnson Psycho-Educational Battery (the Comprehension Passage, the Proofing and Dictation), and the Test of Adolescent Language. Seventy-five secondary students in grades 8 and 9 participated in the study. Of these students, 43 were normally-achieving and thirty-two learning-disabled. The data were analyzed by discriminant analysis and multiple regression analysis. Both analyses yielded the same results. Three items from the four tests effectively discriminated between the two groups of students with different educational status. These were the TOAL Reading Quotient, the Woodcock-Johnson Proofing and the Raven's Standard Progressive Matrices. Implications of the wide performance gaps between the two groups of students and functional implications of the results for school psychologists and learning disabilities professionals are discussed.

161. Youck, Alex W. Diagnostic Mathematics Tests - Book I. Regina: Saskatchewan School Trustees' Association, May 1974, 36p.

Diagnostic Mathematics Tests specially designed to diagnose the types of errors made by students are discussed.

*162. Bramwell, J.R., and Roxy Vigna. Evaluation Instruments Locally Developed in Ontario: An Annotated Catalogue of Material Developed by School Boards and Other Agencies. Toronto: Ontario Ministry of Education, 1979. 295p.

The catalogue sections contain seven major types of instruments: achievement tests, achievement test-diagnostic, attitude scales, behaviour rating scales, personality tests, observation checklists, questionnaires and surveys.

163. Bramwell, John R. Evaluation Instruments Locally Developed in Ontario, Part 2. Toronto: Ontario Ministry of Education, April 1980. 230p.

This study is a follow-up to the 1979 research (Evaluation Instruments Locally Developed in Ontario, Ministry of Education) and contains an annotated list with general descriptions of content areas covered, educational levels and availability of current evaluative materials produced by boards, teachers or educational institutions in Ontario.

164. British Columbia Ministry of Education. Learning Assessment Branch. Policy Guidelines: District Assessment Practices. Victoria: British Columbia Ministry of Education, 1978. 7p.

This document defines the responsibilities of schools, districts and the Ministry in testing programs.

*165. Danley, Raymond, and others. School Board Evaluation Programs: Case Studies of Nine Boards in Ontario. Canadian Journal of Education, v4, n2, p66-74 1979.

The Ontario Ministry of Education conducted case studies of the testing programs in nine selected school districts. Results are presented in narrative form on the major study questions: testing program development and organization, the tests administered, uses of test results, and perceived role of the Ministry in evaluation programs.

*166. Editorial [discussing Vancouver School Board's policy of mandatory district wide testing]. Working Teacher, v3, n1, p1-2 n.d.

A new policy of district-wide testing is opposed on the grounds that such tests can serve only an evaluative function and cannot provide valid information for decisions regarding individual students or programs -- the original justification for instituting the program.

167. Leithwood, Kenneth A., et al. Curriculum Change at the System Level: A Four-Year Mathematics Project. Peterborough, Ont.: OISE Trent Valley Centre, 1975. 32p. (Paper presented at American Educational Research Association Conference, Washington, Spring, 1975.)

This paper describes the Peterborough County Board of Education mathematics project, involving system-wide (45 schools) development, implementation; and evaluation of a K-10 mathematics program, primarily concerned with basic computational skills and problem solving.

168. McCulloch, Robert F., and Brian Burnham. A Rationale for the Greater Use of Standardized Tests and a Program for 1972-74. Aurora, Ont.: York County Board of Education, June 1972. 16p.

The authors polled schools in their jurisdiction on a variety of elements essential to the establishment of a county-wide testing program responsive to schools as well as to administrator and trustee needs. Findings and recommendations are presented.

169. Morrison, F.E. Topic Tests in Mathematics. Ottawa, Ont.: Ottawa Board of Education, staff study, Research Report 73-06.

This paper describes a series of mathematics tests for use across all grades in elementary and secondary schools.

*170. Morrison, Frances. City-Wide Testing in English and Math (Grade 12). Summary of a Presentation Made at OERC Conference, December 1978. Reporting Classroom Research, v8, n2, p3 March-April 1979.

This article briefly reviews a report discussing the results of the Ottawa Board's 1977-78 project assessing academic achievement across the system.

171. Morrison, Frances E. Venture in City-Wide Testing at the Grade 12 Level. Ottawa, Ont.: Ottawa Board of Education Research Centre, December 1978. 9p.

Trustees and administrative officials of the Ottawa Board of Education decided to prepare a common test for grade 12 students in not more than two subjects each year. A representative committee was established to carry out this decision and working committees for each subject area were set up. In 1977-78 the students to be tested were all those enrolled in advanced or general phase courses in their first language (English or French).

172. Mussio, Jerry. Guidelines For Interpretation District Assessment Results 1978. Victoria: British Columbia Ministry of Education, 1978. 25p.

173. Ottawa Board of Education Research Centre. Tests for Use at the Grade Twelve Level in Ottawa Schools I. English 12A and 12G. Ottawa, Ont.: Ottawa Board of Education, October 1978. 24p.

This paper discusses the development of tests of English for use on a city-wide basis in Ottawa. It also presents a table of specification as well as city-wide results obtained in 1978.

174. Ottawa Board of Education Research Centre. Tests for Use at the Grade Twelve Level in Ottawa Schools II. Français 12A and 12G. Ottawa, Ont.: Ottawa Board of Education, October 1978. 29p.

This paper discusses the development of tests of Français for use on a city-wide basis in Ottawa. It also presents a table of specification as well as city-wide results obtained in 1978. Available in French and English.

175. Ottawa Board of Education Research Centre. Tests for Use at the Grade Twelve Level in Ottawa Schools III. Mathematics 12A and 12G. Ottawa, Ont.: Ottawa Board of Education, October 1978. 23p.

This paper discusses the development of tests of mathematics for use on a city-wide basis in Ottawa. It also presents a table of specification as well as city-wide results obtained in 1978. Available in French and English.

*176. Spigel, Judith. Implementing System-Wide Learning Aptitudes Testing in a Large School Board. School Guidance Worker, v37, n4, p20-24 March-April 1982.

The system-wide administration of the Canadian Cognitive Abilities Test (CCAT) at the Grades 4 and 7 levels in the Peel Board of Education was intended to serve as a screening device to identify exceptional students. Some details about the rationale, administration and interpretation of the tests are provided.

177. Sudermann, M. A Test for Use at the Grade Eleven or Twelve Level in Ottawa Schools IV Physics 11/12A. Ottawa, Ont.: Ottawa Board of Education, staff study, September 1979. 30p. Research Report 79-02.

This report documents the development of a grade twelve criterion-referenced test for physics at the grade eleven/twelve level. In addition, description of the development of a list of common measurable objectives is described. System-wide administration of the resulting test yielded an indication of mastery in several physics topics common to many grade eleven/twelve physics programs. Both objective, multiple choice items and teacher marked, long-answer items were employed.

178. Watkin, G.A. Advanced and General Phase Tests in Anglais for Use at the Grade Twelve Level in the French High Schools of the Ottawa Board of Education. Ottawa: Ottawa Board of Education, November 1979, 12p. + appendices.

During the 1978-79 school year a committee developed tests for the grade 12 levels. A consensus of opinion was reached as to the skills and concepts that were considered important and that were measurable on a system-wide basis. After field testing, revisions were made based on item analyses. Prior to system-wide administration, the schools were given an outline of test content and sample items. About 500 students at both the advanced and general phase took the tests. Results in the form of computer printouts were immediately taken to the schools. Follow-up procedures consisted of meetings with teachers to interpret printout data, discuss strengths and weaknesses, curriculum adjustment and the diagnostic use of the tests.

FACTORS RELATED TO ACHIEVEMENT SCORES

179. Adams, B.B., and L.O. Ollila. The Relationships of Language Concepts, Auditory Comprehension, Visual Perception, and Spatial Relations as Predictors to Reading Achievement in First Grade. Victoria: University of Victoria, M.A. thesis, June 1979. 9p.

> The investigators developed indices to measure some aspects of auditory comprehension, visual perception, and basic language concepts at the reading readiness level in order that new knowledge might be added to the construction of tests which are more accurate predictors of reading achievement in the first grade. Multiple linear regression analysis was performed to determine which subtests of the reading readiness tests were the best predictors of reading achievement.

180. Anderson, Kent E. The Empirical Validity of the Wepman Perceptual Test Battery with Grade One Good and Poor Readers. Regina: University of Saskatchewan, M.Ed. thesis, unpublished. August 1978. 128p.

> Two groups of 24 children were selected and designated as good or poor readers according to their scores on a reading achievement battery. Eight perceptual measures were then administered (3 auditory and 3 visual) plus 2 additional visual tests of a linguistic nature. Results indicated that there was a significant difference in perceptual abilities of good and poor readers with the one exception being a Spatial Orientation Memory sub-test. The study indicates that a child's level of perceptual functioning is important for initial success in reading.

181. Banfield, Helen Gwenllian. The Influence of Teacher Control and Pupil Characteristics on Process Achievement in Elementary Science Classes. St. John's: Memorial University of Newfoundland, M.Ed. thesis, unpublished, September 1978. n.p.

*182. Berman, Graham, and Mildred Eisenberg. Psycho-social Aspects of Academic Achievement. American Journal of Orthopsychiatry, v41, n3, p406-415 April 1971.

> After reviewing some previous work on factors in academic achievement, the authors report a study in which they correlated final-year high school grades with IQ, family and socio-economic data, and the scores from a personality

inventory, in order to define the characteristics of the successful student within a culturally and economically homogeneous group.

183. Bialystok, E., and M. Frohlich. Variables of Classroom Achievement in Second Language Learning. Modern Language Journal, v62, n7, p327-336 November 1978.

In this study, the effect of various individual cognitive and affective factors on particular language tasks is assessed through different achievement tests.

184. Bielawski, Raymond P. A Study of Perceived and Reported Parental Attitudes and Their Effect on Boys' and Girls' Academic Achievement. Toronto: University of Toronto, M.A. thesis, Fall 1972.

185. Biemiller, Andrew. The Effects of Kindergarten Programs and Teacher's Perceptions of "Thriving", "Average", and "Non-thriving" Status on Children's Functioning in Kindergarten and Grades One and Two. Toronto: University of Toronto, Faculty of Education staff study, June 1981. 151p.

This study examined the effects of attending half day, alternate full day, or full day kindergarten programs on children's academic, social, and emotional functioning. None were found, either concurrently or two years later. The study also examined the differences between children as perceived by kindergarten teachers to be "thriving", "average", or "non-thriving". Large differences in academic test scores were found, as well as in teacher ratings of social abilities, temperament, self-confidence, and self direction, both in kindergarten (junior & senior) and in grade two. Smaller differences were found in grade one, suggesting that predictions from age 4 to 6 are less stable than 5 to 7. Teacher ratings were better predictors of later functioning than tests.

*186. Biggs, J.B., and P.H. Braun. Models of Evaluation and Their Relation to Student Characteristics. Journal of Educational Measurement, v9, p303-309 1972.

The union and disjunction models for combining individual test marks to yield final grade distributions were outlined. It was expected that these models would differentially favor students according to their characteristic methods of learning and studying. The models were examined empirically in two educational psychology classes. Five performance assessments were available, as well as eleven dimensions of study behavior and academic attitudes. While there was a substantial correlation between the distributions derived from the two models, they were found to significantly favor different student characteristics. The union model, relative to the disjunction model, favored students who were dependent, who interrelated different aspects of their course work, who scheduled their work and who rote-learned material. These differences were interpreted in terms of the educational assumptions underlying the two models. Some implications of the study for grading practice were suggested.

187. Bowles, Anna. Extent of Psychological Differentiation as Related to Achievement in Science and Attitude Toward Science. Ottawa: University of Ottawa, Faculty of Education, M.A. thesis, October 1973. 71p.

This thesis studies the theory of psychological differentiation as developed by H.A. Witkin.

188. British Columbia Ministry of Education, Learning Assessment Branch. Some Factors Related to Reading and Mathematics Achievement: District Level Analyses. Victoria: B.C. Ministry of Education, 1978. 49p.

189. Broomes, Desmond R. Psychological and Sociological Correlates of Mathematical Achievement and Ability Among Grade 9 Students. Toronto: University of Toronto, Ph.D. thesis, Fall 1971. xxi, 415p.

190. Burnham, Brian. The Academic Ability and Achievement of "Early Admission" Pupils in Grades 1 and 2. Aurora, Ont.: York County Board of Education, May 1972. 3p.

A cohort of 1,100 pupils admitted to kindergarten in 1969 included 113 "early admission" pupils (fifth birthday falling beyond mid-December 1969). Findings by May 1972: initial edge in ability held by "seniors" had vanished and while they had a very small (but significant) edge in mathematics, the elder pupils were just holding their own in reading and spelling.

191. Burnham, Brian. Achievement of Grade 1 Pupils in Open Plan and Architecturally Conventional Schools. Aurora, Ont.: York County Board of Education, September 1971. 7p. Published in Growth Points 71.

When a standardized test of reading and mathematics achievement was administered to 514 grade 1 pupils in two open-plan and nine architecturally conventional "controls", the mean scores were not significantly different (.05 level), although marginal differences tended to favour the open-plan schools.

192. Bye, Marshall P., Bruce Harrison and Selwyn Brindley. The Calgary Junior High School Mathematics Project: Final Report, 1980. Calgary: University of Calgary, Faculty of Education, staff study, December 1980. 117p.

Following cognitive ability assessments and between achievement, attitude, and general mathematical strategy testing, 246 grade seven and 120 grade eight students were taught fraction and ratio topics by a concrete, process-oriented method, while 234 grade seven and 213 grade eight students were taught according to current practices. Overall, but particularly at the grade seven level, the project has demonstrated that a concrete, process-oriented approach can result in significantly improved achievement and attitude towards fractions and ratios while enhancing the development of general mathematical strategies and maintaining computational facility.

*193. Bye, Marshall P., Bruce Harrison and Selwyn Brindley. Calgary Junior High School Mathematics Project. Edmonton: Alberta Education, Planning and Research Branch, December 1980. 117p.

This study assessed the cognitive abilities, present curriculum demands, suitability of curriculum materials, and the effects of matching instructional methods to levels of cognition.

194. Campbell, Patricia, and A.E. Virgin. An Evaluation of Elementary School Mathematics Program Utilizing the Mini-Calculator. Toronto, Ontario: Board of Education for the Borough of York, July 1976. 34p + appendices.

A comparison was made of the achievement, attitudes and teaching/learning experiences in mathematics programs of two groups of elementary school pupils at the grade 5 and 6 levels. One group used the mini-calculator in the mathematics program; the other did not. Comparison was made on the basis of achievement tests, student attitude surveys, teacher qualifications and observation.

*195. Chapman, James W., et al. Affective Variables and School Achievement: Study of Possible Causal Influences. Canadian Journal of Behavioral Sciences, v13, n2, p[181]-192 April 1981.

The present research was undertaken to study the predictive and possible causal relationship of affective variables and academic achievement, both concurrently and one year later. Affective characteristics studied included academic self-concept, academic locus of control, and expectations for future academic achievement, whereas levels of achievement were ascertained by end-of-year grades. Overall, the findings indicate that affective variables, especially academic self-concept, made a small but significant contribution to school grades. The data also suggest a possible reciprocal interaction between affective characteristics and school achievement. The implications of these findings for children experiencing learning difficulties were discussed, along with possible future research extensions.

196. Chaulk, Samuel. The Effects of Test Wiseness on Standardized Test Results. Fredericton: University of New Brunswick, M.Ed. thesis, unpublished, August 1976. n.p.

This was an experiment carried out with 30 grade 7 students using pre-test treatment and post-test design.

197. Cranston, Randall. Self Concept and Achievement of Third Grade Separate School Children. University of Saskatchewan, College of Education, M.Ed. thesis, unpublished, October 1976. n.p.

This study examined the relationship between self-concept and achievement in younger children of high and low socio-economic status.

*198. Crawford, Patricia, and Albert E. Virgin. The Effects of High Rise Living on School Behavior. Willowdale, Ont.: North York Board of Education, September 1971. 76p.

A study to determine whether pupils in a middle-income suburban area who live in high-rise apartments differ from their peers living in single-family homes, in terms of academic achievement, psychomotor development, self-image, teacher's ratings, and out-of-school activities.

199. Crevier, Diane C. Formal and Functional Activities in Early Immersion Classes and Their Effects on Students' Achievement. Ottawa, Ontario: Carleton Board of Education, March 1978. n.p.

The purposes of this study were: to develop an instrument for observation of formal and functional activities; to develop a questionnaire for immersion teachers that would reveal their approach; to investigate the effect of different mixes of formal and functional teaching on language proficiency in immersion programs.

200. Cryderman, Lawrence. An Evaluation of a Kindergarten Screening Program. Vancouver: University of British Columbia, M.A. thesis, unpublished, July 1979. 128p.

A school district kindergarten screening program was evaluated in terms of its organizational and assessment procedures and its effectiveness in identifying children who were judged as having learning and reading problems at the end of grade one. The overall relationship between the kindergarten screening identification and the end of grade one measures was positive and significant largely because the screening program was effective in identifying those children who did not demonstrate learning and reading problems at the end of grade one.

201. Das, J.P. Cultural Deprivation and Cognitive Competence. University of Alberta, N.R. Ellis (ed.) International Review of Research in Mental Retardation, Vol. 6. New York: Academic Press, 1973.

202. Davis, Donald. A Study of the Effects of Manifest Teacher Approval and Disapproval on Academic Achievement in a Fifth Grade Class. St. Catherines, Ont.: Brock University, M.Ed. thesis, unpublished, July 1977. n.p.

203. De Francesco, Bernard Anthony. Social Status as a Variable in the Academic Achievement of Sixth Graders in the English Sector of the Montreal Catholic School Commission. Lennoxville, Que.: Bishop's University, M.Ed. thesis, unpublished, March, 1977. v.p.

204. Dilling, H.J. Identification of Elements of Successful Grade One Reading Programs. Scarborough, Ontario: Scarborough Board of Education, unpublished, August 1978. 221p.

The purpose of this study was to investigate the relationship between elements of Grade 1 reading instructional programs and end-of-year reading achievement. In analysing his data, the researcher found that the battery of reading readiness tests used in this study is justifiable for use in identifying students who might later experience difficulties in reading.

205. Dilling, H.J., and Michelle A. Farrell. An Investigation of Factors Related to Reading Achievement. Scarborough, Ont.: Scarborough Board of Education, June 1973. 145p.

The study involved a statistical analysis of the Gates MacGinitie Reading Test (Survey D), and school and community-based factors which distinguished high-achieving schools from low-achieving schools.

206. Dilling, H.J., Hannah Math, and D. Mark Wideman. Identification of Elements of Successful Grade One Reading Programs. Scarborough, Ontario: Scarborough Board of Education, November 1977. 214p.

The study represents a third stage in the investigation of the relationship between elements of grade 1 reading instructional programs and end-of-year reading achievement.

207. D'Oyley, Vincent R., and S.B. Khan. Teachers' Attitudes and Expectations in Relation to Pupils' Social Class and School Performance: Final report. Toronto: Ontario Institute for Studies in Education, staff study, unpublished, August 1977. 9p.

This exploratory study compared attitudinal, religious, and sociological factors reflected by grade 8 students from three suburban high schools and by students from three similar inner-city schools.

208. Eaton, Philip. School Anxiety and Achievement. Calgary, Alberta: University of Calgary, M.Sc. thesis, November 1973. 83p.

School anxiety scores obtained by boys aged thirteen and fourteen attending a junior vocational school in Calgary are compared to the Calgary Norms.

209. Educational Research Institute of British Columbia. Anxiety in Mathematics: A Multivariate, Factor Analytic Study. Vancouver: Educational Research Institute of B.C., 1978. 203p. (Report No. 78:43)

210. Erickson, Gaalen L., Lynda Erickson and Sharon Haggerty. Gender and Mathematics/Science Education in Elementary and Secondary Schools. Vancouver: University of B.C., Faculty of Education, staff study, November 1980. 78p.

> This report has three main functions: 1) to review the literature related to differences in science and mathematics achievement (test data and enrolment figures in non-compulsory courses) between males and females; 2) to review those programmes in North America which have been established specifically to address the problems and issues arising from the above differences; and 3) to put forward recommendations to the Ministry of Education which outline a number of possible sources of intervention and courses of action.

*211. Fagan, Michael, and Arthur Ponder. Measuring Teacher Effects on Student Performance. Alberta Journal of Educational Research, v27, n1, p46-56 March 1981.

> Students' socioeconomic status and teacher characteristics (general qualifications, area of training and experience) were not significantly related to student performance in the general school population. However, socioeconomic status, teacher qualifications, and area of training were substantially related to student achievement in low-achieving schools.

212. Farrell, Mona. The Relationship of Selected Oral Language Variables to Reading Achievement in First Grade Inner-City Children. Montreal, Que.: McGill University, Ph.D. thesis, June 1973.

213. Farrell, Mona, and Jeff Derevensky. Longitudinal Study of Personal, School and Familial Factors Associated With Academic Achievement in Elementary Inner-City Children. Some Preliminary Results. Montreal: Concordia University, staff study, unpublished, n.d. 18p.

> This paper was presented at the CSSE Conference in Fredericton, June 1977.

214. Fedigan, Larry. School-based Elements Related to Student Achievement -- A Review of the Literature. Edmonton: Alberta Education, March 1979. 112p.

215. Fedigan, Larry, and Gary Gay. School-based Elements Related to Achievement: Elements Related to Student Success in Schooling and Education -- Executive Summary. Edmonton: Alberta Education, March 1979. 14p.

A summary of reviews of the literature on educational and environmental factors which may affect student achievement.

*216. Foster, Glen G. , and others. Predicting the Educational Bias Effect. Alberta Journal of Educational Research, v26, n1, p44-50 March 1980.

Reporting a significant relationship between teacher acceptance of diverse behavior and their resistance to the biasing influence of a deviancy label, this article indicates academic performance of at least some children may be affected by the bias effect and suggests five ways to reduce the negative effects of bias.

217. Gaskell, James L. Variables Associated With an Emotional Block in Mathematics: A Multivariate Study. Vancouver: University of British Columbia, Ed.D. thesis, unpublished, April 1979. 200p.

218. Gay, Gary. Elements Related to Student Success in Schooling and Education. Edmonton: Alberta Education, Minister's Advisory Committee on Student Achievement, June 1979. 58p.

A review of the literature on environmental factors which may affect student achievement.

219. Grapko, Michael F. The Relation of Teacher Expectancy and Pupil Self-Assessment to Pupil Performance. Toronto: Ontario Ministry of Education, January 1980. 75p.

This study was based on data collected in 1974 to 1975 on the rating scores of 792 pupils who were then divided into five categories. These consisted of two concordant categories of those whose ratings and scores on the security test were both either high or low, two discordant categories in which the ratings and scores differed markedly and a control group whose ratings and scores fell within the half standard deviation of the mean. Results showed that students in the discordant categories exhibited less steady growth in academic achievement than those in the concordant categories.

220. Greer, R. Nancy. Some Factors Related to Reading and Mathematics Achievement: District Level Analyses; Report 1. Victoria: B.C. Ministry of Education, Learning Assessment Branch, 1978. 49p.

221. Grimes, Alan. A Study of the Effects of Cognitive Style, Teachers, and Two Selected Methods of Teaching on Achievement of Science Process Skills. Vancouver: University of British Columbia, M.A. thesis, Summer 1973. 150p.

A trait-treatment interaction study to determine the suitability of two different methods of instruction at the grade 8 level in B.C. schools for students with different cognitive styles and teachers.

222. Halliwell, Stanley T. The Effects of Scoring Instructions and Stress Upon Multiple-Choice Test Behavior. Toronto, Ont.: University of Toronto, Ph.D. thesis, Fall 1975. n.p.

*223. Haynes, Christopher R., and others. Rational-Emotive Counselling and Self-Instruction Training for Test Anxious High School Students. Canadian Counsellor, v18, n1, p31-38 October 1983.

This study employed two experiments to determine the relative effectiveness of self-instruction training and rational-emotive counselling in alleviating test anxiety in high school students. In both studies, test anxious grade ten students were assigned randomly to either a rational-emotive counselling group, a self-instruction training group, or a placebo control group. Thirty students participated in Experiment One. Twenty students participated in Experiment Two. Results indicated that treatments in both experiments were more effective than the placebo control condition in alleviating test anxiety as indicated by scores on the Test Anxiety Inventory (TAI) and the State-Trait Anxiety Inventory (STAI). In Experiment Two, the experimental groups were superior to the control group on both self-report and performance measures (The Canadian Test of Basic Skills - CTBS), and the rational-emotive counselling group was superior to the self-instruction training group on the TAI-W and the CTBS-Reading subscales.

224. Henderson, Vernon, and others. Peer Group Effects and Educational Production Functions. Ottawa, Ontario: Economic Council of Canada, 1976. 78p.

This study, which is part of the Economic Council's research program on social indicators, relates the educational achievement of students in primary school mathematics and language to the characteristics of those students and their families, the characteristics of their schools and teachers and the characteristics of their classmates (peer group effects). These outputs and relevant inputs are considered to be social indicators of education. The study was conducted in the French-language schools of the Montreal Catholic School Commission. Family background and first-recorded IQ were found to be the two most important determinants of achievement.

225. Herberg, Edward. Ethnicity and Educational Attainment in Four Canadian Cities. Toronto, Ont.: University of Toronto, Ontario Institute for Studies in Education, Ph.D. thesis, November 1980. 686p.

This research encompassed 13 ethno-racial-religious groups in five Canadian cities, and their education from 1951 to 1971, linked to a conceptual model of ethnicity-related causal influences. Census data on the educational attainment of adults in 1971 was compared to that in 1961 and 1951. The educational attendance of youths (15-24) in 1971 was also examined by means of sequenced data variables including the socio-economic status of their parents.

*226. Holmes, Mark, and Richard Wolfe. Instructional Time and Its Relationship to Cognitive Achievement. Toronto: Ontario Ministry of Education, June 1979. 76p.

This research provides an overall survey of the state of the art and an analysis of existing Ontario data on student achievement to determine general relationships with instructional time.

227. Holowachuk, Archie William. The Effects of Laboratory Instruction upon Achievement in and Attitude Toward Mathematics of Tenth Grade General Mathematics Students. University of Saskatchewan, College of Education, Curriculum Studies Dept., M.Ed. thesis, unpublished, August 1977. 64p.

228. Hunt, D., and B.S. Randhawa. Relationship Between and Among Cognitive Variables and Achievement in Computational Science. Regina: University of Saskatchewan staff study, 1973. Educational and Psychological Measurement, n33, p921-928. 1973.

Measures of cognitive abilities and achievement measures in computational science were obtained; factor analytic methods were used to obtain factors which were consequently related to high and low achievers.

229. Isaacs, Lorna, and Richard G. Stennett. Increasing Time on Task Through a Multi-Method Approach to Reading Instruction. London, Ont.: London Board of Education, Educational Research Services, 1979. 6p. (Research Report 79-11)

Purpose of the study was to assess the effectiveness of increasing time-on-task by augmenting a tutoring program with additional instructional time and the opportunity to rehearse reading skills. Findings were that: 1. There was considerable difficulty in actually increasing time-on-task; the in-class rehearsal of reading skills was almost impossible to implement. 2. In all three conditions, the amount of additional time was less than had been anticipated. 3. Both groups made statistically significant gains on both tests, but the group with additional help did not gain more than the group only tutored. 4. The average gain was six months over the 6-month program, an encouraging result since the students did not normally gain at that rate.

*230. Ishiyama, F. Ishu. A Case of Severe Test Anxiety Treated in Morita Therapy: Acceptance of Anxiety and Not Fighting It. Canadian Counsellor, v17, n4, p172-174 July 1983.

Morita therapy tries to help clients change their unproductive mood-based life style into an action-based one. It discourages clients' attempts to manipulate their subjective discomfort while encouraging them to redirect attention to practical activities and more objective observations. This article discusses the treatment of a case of severe test anxiety with Morita therapy. The treatment was considered successful.

231. Johnston, Edwin F. The Effects of Independent Desensitization and Study Skills Instruction on Anxiety, Study Behaviours and Academic Performance. Montreal, Que.: McGill University, M.A. thesis, November 1974.

232. Keeton, Anne. An Investigation of Intellectual and Learning Capabilities of Ontario Elementary School Children from Diverse Socio-Cultural Backgrounds. Toronto: Ontario Ministry of Education, May 19, 1976. 72p.

The study proposes and explores the assumption that observed differences in school achievement between children of rural poor and suburban middle-class backgrounds may be based on socio-cultural learning factors.

*233. Koep, Robert G. Is Later Better: The School Entry Age Question. Lethbridge, Alta.: University of Lethbridge, staff study, unpublished, April 1980. 56p.

Few topics in the educational enterprise have generated more discussion and research than the school entry age question. Although some prominent individuals advocate early admission to grade 1, the research does not appear to support this practice. The present study examined 1,341 pupils in grades 3, 4, 6, and 8 to determine whether their age at school entrance made any difference to their academic achievement in later years. Although the results were inconclusive and indicate the need for an indepth, longitudinal study, it appeared that in some subject areas the early starters scored at least as well as average and late starters by the time they had reached grades 6 and 8.

234. Kowalski, R., B.S. Randhawa, and D. Hunt. Immediate Feedback: Its Effects on Achievement and Stress on High Anxious and Low Anxious First-Year Chemistry Students. Regina: University of Saskatchewan staff study, April 1974. NCME Measurement News, v17, n1, p15, 1974.

The effects of anxiety, sex, mode of presentation, and immediate feedback on test item performance on achievement and stress were investigated.

*235. Kravitz, Martin. Beyond the Testing. School Guidance Worker, v37, n4, p53-57 March-April 1982.

The author urges teachers and counsellors to look beyond students' testing results and develop the skills and insights needed to analyse the factors contributing to those results. Only then will they be able to deliver appropriate educational responses to a student's needs. Various factors which affect test results are briefly explained.

236. Krywaniuk, Larry W. Patterns of Cognitive Ability in High and Low Achieving Students. Edmonton: University of Alberta, Ph.D. thesis, May 1974. 168p.

A study of differences in cognitive abilities in grade 3 children as related to achievement.

237. Langstroth, Carol M. Cultural Deprivation and School Achievement in New Brunswick. Fredericton: University of New Brunswick, M.Ed. thesis, October 1973. 105p.

Principals responded to a questionnaire on their attitudes to community services and gave information on services in their schools. Socio-economic factors affecting educational output were also examined and compared with failure rates in grades I, III and V.

238. Leasak, J.A. Simultaneous and Successive Processing: Intervention and Achievement. Saskatoon: University of Saskatchewan, Faculty of Education staff study, July 1980. 74p.

This study sought to determine whether simultaneous processing can be improved by a treatment program, and subsequently, to determine whether improved simultaneous processing results in higher achievement in spelling, reading, and arithmetic. Four classes of grade 4 students acted as the study subjects. Two classes (the control group) were tested at two different times. The other two classes (the experimental group) were given the two tests, but with an intervening treatment program. The results showed no significant difference between the two groups on the simultaneous and successive factors and spelling variables. However, there was a significant difference between the groups on the reading and arithmetic variables.

239. Leverman, Mary T. A Study of the Effect of Full-day Primary Attendance and Half-day Primary Attendance on Grade One Reading Achievement. Halifax, N.S.: Mount Saint Vincent University, M.A. thesis, May 1975. 107p.

The difference in reading achievement in grade one between children who attended a primary grade in one school system for a half-day and those who attended for a full-day in another school system was examined.

240. Liedtke, Werner Walter. Mathematics Learning and Pupil Characteristics. Edmonton: University of Alberta, Ph.D. thesis, July 1971. 173p.

The relationship between pupil characteristics (such as intelligence, conceptual tempo, ability to make personal and social adjustment, reading ability, socio-economic status, and sex) and mathematics learning in a self-directed, partially teacher-directed, and teacher-directed setting, was examined.

241. Lokan, J.J. The Effects of Early Childhood Educational Experience on Grade One Performance. Toronto: Ontario Ministry of Education, January 1977. 128p.

This study describes the relationship between the students who had attended junior and senior kindergarten, nursery schools, or day care centres and their performance in grade 1.

242. Lokan, J.J., and G.A. Watkin. The Identification of Teaching Processes Associated with Successful Reading Performance in Grade One. Toronto: Ontario Ministry of Education, staff study, unpublished, September, 1977. 118p.

The aim was to identify instructional process factors used by more and less successful teachers of beginning reading and to assess their relative contribution to grade one reading achievements. The effects of entering abilities and socio-economic status were controlled statistically. Thirty-one classes were chosen, designated high, medium or low performing groups. Geographic location was considered and a stratified random sampling used. Instrument used was the Classroom Observation Instrument (COI) from the Stanford Research Institute. Each class was observed for 8 one-hour periods during reading lesson. Pertinent data were collected from parent and teacher questionnaires and from pre and post-reading tests. About 70 percent of the activities coded were directly related to reading instruction. Teachers' time appeared to be divided equally between small and large groups. The proportion of time spent on both phonetic analysis and comprehension activities was related to total reading achievement.

243. Lokan, J.J., et al. An Investigation of Environmental Factors Associated with Success in Reading of Disadvantaged Pupils. Toronto: Ontario Ministry of Education, staff study, unpublished, December 1977. 48p.

Subjects were 40 good readers and 40 poor readers at the third grade level, all from lower socio-economic status backgrounds and matched by sex and age. Measures of general scholastic aptitude, self-concept and locus of control were administered. The children and teachers were asked to complete a questionnaire and rating scale concerning each child. Additional information was obtained from a questionnaire completed by parents two years earlier. Comparisons were made between groups of high and low readers; variables which differentiated between these groups included order, degree of internality of control, problem solving ability, and some of the home variables.

244. MacDonald, R.G. Relation of Cognitive Style to the Achievement of Selected Goals of an Intermediate Level Open-area Program. Vancouver: Educational Research Institute of British Columbia, 1976. 167p. (Report No. 77:8)

245. MacKay, A. Project QUEST: Teaching Strategies and Pupil Achievement. Edmonton: Edmonton Centre for Research in Teaching, Faculty of Education, University of Alberta, 1979. 51p. (Occasional Paper Series Research Report 79-1-3).

246. Melnyk, Edward Anthony. The Effect of Bi-Monthly Student Teacher Conferences on Attitude Toward and Achievement in Mathematics 100. Winnipeg: University of Manitoba, M.Ed. thesis, 1980. 94p.

> The author describes an experiment which provided students with an opportunity to monitor their achievement in a mathematics course and to obtain advice on how they might improve their performance.

247. Mitchell, Elaine F. Self-Concept and its Relationship to Reading Achievement. Fredericton: University of New Brunswick, M.Ed. thesis, September 1974. 59p.

> Research (late sixties, early seventies) on self-concept and its relationship to achievement in reading is examined.

248. Moroz, Orlis M. Anxiety and Educational Achievement. Calgary, Alta.: University of Calgary, M.Sc. thesis, November 1973. 38p.

> The author attempts to analyze the effect of concentration anxiety and test anxiety as measured by a questionnaire designed specifically for this purpose.

*249. Nagy, Philip. The Influence of Community Isolation on Student Achievement. St. John's: Memorial University of Newfoundland, Institute of Educational Research, 1982. 118p.

> The major issues in this paper are the quantification of isolation and the influence of isolation on achievement, both directly and indirectly through teacher factors. The report presents a detailed description of the sample and data sources, followed by discussion of the isolation variables, the development of the path model and the path results themselves. The report concludes with an analysis of the outlier schools and a brief report of the variation to be

expected in results if the dependent variable is not the composite score of the achievement test, but one of the subtests.

250. Napier, Robert B. A Study of the Effect of Age at Entrance to School on the Educational Achievement of Children in some Protestant Elementary Schools in the Eastern Townships of Quebec. Lennoxville, Que.: Bishop's University, M.Ed. thesis, May 1974. 77p.

This paper examines how the age of a child when he enters elementary school affects his future performance and scholastic success.

251. O'Bryan, Kenneth G., and Harry Silverman. Perceptual- Motor Training and School Achievement: Final Report. Toronto: Ontario Institute for Studies in Education, staff study, 1974. 6p.

Report of a project investigating the relationship between perceptual-motor functioning and school achievement and the effect, upon functioning in the areas of reading, writing, and spelling, of a systematic program of perceptual and motor activity.

252. O'Laighin, Paidrig. A Study of Background and Scholastic Influences on Occupational and Selected Social- Psychological Outcomes in the Socio-Economic Life Cycle of a Poverty Sample. Montreal: McGill University, M.A. thesis, unpublished, 1978. xxii,283p.

This longitudinal intra-group poverty research uses path analysis and canonical analysis to identify social-psychological variables in the process of achieving, and to relate elementary school performance to adult status attainment.

253. Pomietlarz, Maria Theresia Rita. The Effects of Systematic Desensitization and Music Therapy on the Academic Performance of Test Anxious Students. Edmonton: University of Alberta, M.Ed. thesis, Fall 1978. 52p.

254. Randhawa, B.S., H.W. Savage, and M.J. Balabuck. The Effect of Instructional Methodology on Achievement and Attitudes. Saskatoon: University of Saskatchewan, staff study. 23p.

Effects of lecture, group discussion, and individual study methods were investigated with two attitude measures and achievement scores as the dependent variables.

255. Rapoport, Max. Social Class and Environmental Influences on Academic Achievement. Toronto: University of Toronto, M.A. thesis, Fall 1972.

256. Reimer, Gordon D. Study of the Effects on Achievement of a Culturally Relevant Math Program. Winnipeg: University of Manitoba, Faculty of Education, M.Ed. thesis, June 1975. 200p.

This experimental study was conducted in eleven native communities in Manitoba. A curriculum unit was developed by the writer in math at Grade VII level.

257. Richmond, Ronald L.S. The Effects of an Implementation of a Systems Approach to Mastery Learning in Elementary School Mathematics. Regina: Saskatchewan School Trustees' Association, August 1975. 36p.

This study compares the achievement of students under mastery learning conditions with achievement of students instructed by more traditional methods.

*258. Rogers, W. Todd , and B.R. Clarke. Correlates of Academic Achievement of Hearing Impaired Students. Canadian Journal of Education, v5, n1, p27-39 1980.

Reading and mathematics test data from hearing impaired students 8 to 20 years old were examined in relation to five personal student characteristics (age, severity of hearing loss, age at onset, gender, additional educational handicaps) as well as three potentially manipulatable ones (hearing aid use, communication method, educational setting).

259. Rombough, Robert Bruce. Mathematical Achievement of Children in Inner City Elementary Schools with Particular Reference to the Effect of Open-Space and Traditional Classroom Designs. Lennoxville, Que.: Bishop's University, M.Ed. thesis, unpublished, March 1977. v.p.

*260. Rowley, J.C.R. A Future Look at the Determinants of Educational Achievement. Ottawa, Ontario: Economic Council of Canada, 1976. 35p.

This paper considers the effects of various environmental factors at home and at school on students' educational achievement in reading and writing.

261. Ryan, Joseph. Relationship Between Reading Level and Academic Achievement at the Grade Eight Level in a High School. Fredericton: University of New Brunswick, M.Ed. thesis, October 1975. 49p.

Standardized test scores (Iowa Silent Reading Test), intelligence scores based on Lorge-Thorndike and teachers' marks were analyzed in order to test the relationship between reading level and academic success in grade 8.

*262. Singh, Amarjit, and Ishmael J. Baksh. Teachers' Perception of Children's Academic Potential in Newfoundland. Morning Watch, v11, n1-2, p46-51 Fall 1983.

As part of a study of the self-concept of ability model (SCA) and how it can be used to enhance academic achievement of adolescents, the authors surveyed teachers regarding their perception of childrens' academic potential. The study raises the question "Do we sometimes expect too little from students as far as academic achievement is concerned?" The authors suggest that if a greater percentage of teachers expect a greater percentage of students to learn, the result will be a much higher percentage of students learning whatever is being taught to them.

263. Stennett, Richard G., and Lorna Isaacs. Elementary French Program Evaluation: Impact of Increased Time for French on Achievement in English and Mathematics. London, Ontario: London Board of Education, Educational Research Services, 1979. 7p. (Research Report 79-05)

Findings of this study were that: 1. Although those receiving 40 minutes of French a day were slightly less capable, entered grade 8 with slightly poorer achievement levels, and comprised slightly more males, their raw test scores were not statistically different from those receiving 20 minutes a day. 2. Minor differences disappeared when the means of 1978-79 students' scores were prorated to adjust for their having had fewer French instruction days prior to testing. 3. That both groups' mean standard scores on grade 7 tests fell close to the system mean. It was concluded that increasing teaching time from 20 to 40 minutes a day has no discernible effect on achievement in English and mathematics.

264. Trites, R.L. Assessment of Readiness for Primary French Immersion. Toronto: Ontario Ministry of Education, staff study, unpublished, n.d., n.p.

This research project gathered some evidence that immersion beginning at age 10 would have fewer casualties and identified biographical and background variables that may be related to success and failure in French immersion programs.

265. Virgin, A.E. An Evaluation of Elementary School Mathematics Programs Utilizing the Mini-Calculator. Toronto: Ontario Ministry of Education, March 1977. 46p.

The study compares the achievement, attitudes and teaching/learning experiences in mathematics programs of two groups of elementary school students at the grade 5 and 6 levels.

266. Wagner, Rudolph. The Relationship of Cognitive Style and Classroom Environment to Academic Achievement: An Exploratory Study. Ottawa: University of Ottawa, Ph.D. thesis, unpublished, 1977. v.p.

267. Wakefield, William. The Relationship Between Teacher Awareness of Pupil Personality Variables and Standardised Academic Achievement. Victoria: University of Victoria, M.A. thesis, June 1975.

*268. Whitworth, Fred E. A Critique of "Peer Group Effects and Educational Production Functions", Economic Council of Canada. Ottawa, Ontario: Canadian School Trustees' Association, 1976. 16p.

269. Wilbur, Brian. The Effect of Test Time Limits on Performance for Controlled Amounts of Study. St. John's: Memorial University of Newfoundland, May 1976. 37p.

In this study the main effects on performance were obtained in the expected direction for both the time limit and study variables; however, the interaction between these variables was not significant.

270. Wyman, W.C., C.A. Schroder, and E.N. Wright. Independence Training and School Achievement. Toronto: Toronto Board of Education, Research Department, November 1972. 39p. (Report No. 112)

Achievement scores are examined in light of parental expectations for the child's independence behaviour and the importance they attach to personal quality and future work values for their children.

FAIRNESS IN TESTING

*271. Brooks, I.R. Achievement Test for Indian Children (ATIC): Progress Report. Northian, v13, n1, p20-7 Spring 1978.

The ATIC is comprised of a series of subtests designed to assess competency in those basic skill areas considered to be prerequisite for further learning. These subtests are organized into levels which are criterion referenced. The test is suitable for Indian children in grades K-5.

*272. Darou, Wes. Canadian Native People and Psychological Testing. School Guidance Worker, v37, n4, p37-41 March-April 1982.

The problems of using tests designed for white children on native children are discussed along with other possible forms of assessment.

*273. D'Oyley, Vincent, and Don Massey. Testing and Counselling for Multicultural Decision-Making: Considerations From British Columbia. School Guidance Worker, v38, n4, p20-23 March 1983.

The issues involved in psychological testing in a multicultural context are discussed.

*274. Marx, Ronald W. Canadian Content and the WISC-R Information Subtest. Canadian Journal of Behavioural Science, v16, n1, p[30]-35 January 1984.

Seven WISC-R Information subtest items were altered as recommended by Vernon (1977) to make them more appropriate for Canadian children. For two samples (210 nonclinical children and 52 children referred for assessment), responses to the modified items were compared to responses to the original manual items. These data were also compared to data from the American standardization group. On the basis of these comparisons, it was suggested that Vernon's changes be adopted.

*275. Mercer, Jane R. Test "Validity", "Bias", and "Fairness": An Analysis from the Perspective of the Sociology of Knowledge. Interchange: A Journal of Educational Studies, v9, n1, p1-16 1978.

Because the controversy over the fairness of knowledge testing is fundamentally a confrontation between the politically dominant Anglo-oriented groups and rising minorities, issues concerning the use and interpretation of tests are more likely to be settled in the political arena than in the educational arena.

*276. Rattan, Gurmal, et al. Are Canadians Penalized by the Information Subtest of the WAIS? Alberta Journal of Educational Research, v27, n4, p387-[388] December 1981.

The Information subtest of the Wechsler Adult Intelligence Scale (WAIS) contains 29 items, 8 of which have a distinct American content. The purpose of this study was to ascertain whether or not the American content of these eight items results in depressed subtest scores for Canadian test-takers.

*277. Samuda, Ronald J. Testing Non-mainstream Students in Canadian Schools. School Guidance Worker, v31, n4, p37-41 March 1976 and Communicate, v9, n4, p5+ December 1984 and v9, n5, p8 January 1985.

The issue addressed in this paper concerns the extent to which the general use of tests by well-meaning counselors may be harmful in its implications when applied to student populations who do not fit the mainstream cultural pattern.

278. Samuda, Ronald J., et al. Current Methods of Counselling, Testing, Assessment and Placement of Minority Group Students in Ontario Schools. Kingston: Queen's University, staff study, unpublished, October 1977. 300p.

*279. Samuda, Ronald James, and Winston H. Tinglin. Can Testing Serve Minority Needs? School Guidance Worker, v33, n4, p39-44 March 1978.

This article suggests that testing can serve a useful purpose for all groups if it helps to ensure quality in the educational system.

*280. Violato, Claudio. Effects of Canadianization of American-biased Items on the WAIS and WAIS-R Information Subtests. Canadian Journal of Behavioural Science, v16, n1, p[36]-41 January 1984.

Eight items on the information subtest of the WAIS have a distinct American content bias. Four of these have been retained on the WAIS-R. Data from studies involving a Canadianized version of the Information subtest are reported herein. It is shown that Canadianization significantly alters the item difficulty of two items, but not the remaining six.

Thus, it is concluded that since Canadianization has minor or negligible effects on the psychometric qualities of the test, it should be Canadianized for Canadian examinees.

GRADE INFLATION

*281. Brown, C.K. Department of Education Modifies Shared Evaluation. NTA Bulletin, v22, n9, p[1]-2 February 20, 1979.

Since the introduction of "Shared Evaluation" concerns have been expressed over the variation between the school mark and public examination mark. It was felt that the provincial mark resulting from shared evaluation no longer identified students of comparable ability. In an attempt to correct this situation, the department introduced the "D" factor. This article provides details of the modification plan.

*282. Crocker, Robert K., and William H. Spain. Shared Evaluation: The Problem of Differences Between Schools. NTA Bulletin, v21, n8, p8-11 January 31, 1978.

The final report of a study on the effectiveness of the shared evaluation system -- a system in which final grades are based on an equal division between school evaluations and public examination marks. A number of problems in this process were identified, particularly in relation to the reliability of grades and the question of admissions to university. This paper emphasizes one of the most significant of these problems -- that of the difference in grades between schools. In particular, it is shown that there are differences in grading practices between schools that have no relationship to the ability or achievement of students in those schools, and that these differences can lead to inequities in post secondary admissions and hiring procedures when decisions are based on the final grade of the student. A procedure is proposed for adjusting grades to accommodate for variations in grading practices.

*283. Dumont, Fred J. Alberta Grade XII Examination Study - Full Report and Condensed Version. Edmonton: Alberta Education, Minister's Advisory Committee on Student Achievement, 1977. Executive Summary also published.

This study assessed the effects of the non-compulsory nature of grade 12 departmental examinations on student achievement in Alberta. The study concluded that relatively more 'A' grades are awarded now than prior to the withdrawal of compulsory departmental examinations. A number of recommendations are included.

*284. Grading: Wide Swing in Marks. Reporter, v2, n6, p54 February 1977.

A report commissioned jointly by the ministries of education and of colleges and universities in Ontario revealed wide gaps between what is taught in high schools and universities and variations in high school marking systems substantial enough to rule students ineligible for some university courses.

*285. Keeler, B.T. Teacher Testing vs. Departmental Examinations: New Evidence (The Secretary Reports). ATA Magazine, v58, n4, p[31] May 1978.

In response to studies showing that the demise of departmentals has created wide-spread grade inflation, a teacher association spokesman quotes a recent study of university students showing that grade inflation has had no adverse effect either on the numbers of students entering university or on their performance.

*286. The Last Word. Alberta School Trustee, v48, n2, p24 Summer 1978.

Although recent studies have shown that the abolition of province-wide exams has resulted in lack of uniformity among schools in grading and marking procedures, the editor warns that the response to this should not be the reinstitution of the compulsory exams. Rather, the solution should be sought in the upgrading of teachers' evaluation competencies.

*287. More on Tests. Ontario Studies Indicate Marks Are Not Inflated. NBTA News, v27, n12 April 29, 1985.

An excerpt from the August 23, 1984 Globe and Mail is reprinted. In this excerpt two Ontario researchers are quoted as saying that standards in secondary schools have not declined since abolition of provincial examinations. Student results on the same test administered in 1967 and 1982 were compared and found to be the same.

*288. Nowak, Tom. Coffee and Credits: Some Reasons Why the Return of Departmentals Will Not Cure Gradeflation are Offered by a Veteran of the Sixties. OSSTF Forum, v3, n5, p233-234 December 1977.

Various reasons are given for what appears to be an inflation of marks when current educational standards are compared to those of ten years ago.

*289. Stolee, Leif. Where Have All the Standards Gone? Challenge in Educational Administration, v18, n3, p5-8 1978.

As long as there is competition for places in universities, the author feels that it is unfair that all competitors do not face the same competition. Statistics showing that some schools handed out significantly more 'A's than did others are used as a basis to call for a return to departmental examinations.

290. Taylor, Hugh. Grade Inflation. Victoria, B.C.: University of Victoria, staff study, n.d. 14p.

Examples of grade inflation in the faculty of education are presented as well as suggestions for controlling grade inflation and extremely deviant grade distributions.

*291. U of T to Use U.S. Achievement Tests. Saskatchewan Bulletin, v48, n10, p7 February 5, 1982.

The proposal by the University of Toronto to institute U.S. achievement tests for first-year applicants has been condemned by the Ontario Secondary School Teachers' Federation. University officials said the tests have become necessary because many Ontario high schools are too easy on students. The Teachers' Federation President said the net result of the proposal would be an emphasis on American literature in Ontario high schools.

292. Watson, Cicely, and Mohindra Gill. Final Report: An Evaluation of the Grade 13 Marks Which are the Major Criterion of Admission into Ontario Universities. Toronto: Ontario Institute for Studies in Education, staff study, unpublished. June, 1977. 21p.

This paper reports some of the findings of a study designed to investigate the stability of the Ontario Grade 13 marks of 1975/76. Preliminary (assigned about the end of March) and final marks were compared and the discrepancy between them studied in terms of absolute difference and the direction of change. The observed variations were analyzed in relation to the applicant's sex, major subjects and area of study.

293. Canale, B. Ontario Assessment Instrument Pool: French as a Second Language. Toronto: Ontario Ministry of Education, February 1981. 220p.

> One hundred instruments from the Ontario Assessment Instrument Pool (OAIP) were developed for the guideline entitled French, Core Programs 1980, and represent the first phase in the FSL portion of the OAIP instrument development concentrated exclusively on French core programs at grade 6 (end of Junior Division), and grade 10 (end of Intermediate Division). The four main purposes of this package are: to provide teachers with useful instruments as soon as possible, to illustrate concretely the assessment methods expected to be best suited to the teaching and testing approach described in the guideline, to obtain feedback from teachers on instruments, and to provide practice in retrieving and using instruments with a sample of the pool that is small and manageable.

*294. Chambers, Betty. Evaluation, Ontario: An Article About the Ontario Assessment Instrument Pool. OSSTF Forum. v6, n4, p161-163, 173 October 1980.

> This article explains how the pool will operate and what kinds of instruments will be available. In a following article the views of the Ontario Secondary School Teachers' Federation on the dangers of this system are presented.

*295. Chambers, Betty. OAIP: A New Approach to Evaluation. E + M Newsletter, n35, p[1-3] May 1980.

> The author, a teacher-participant in the Ontario Assessment Instrument Pool project provides a progress report on the project and an overview of its purposes, contents and uses.

*296. Chambers, Betty. The Ontario Assessment Instrument Pool. School Guidance Worker, v36, n4, p36-38 March-April 1981.

> The Ontario Assessment Instrument Pool is an item bank of assessment instruments related to the objectives in the Ministry curriculum guidelines for some subjects and divisions. A description of the development, design and functions of the pool is provided.

*297. ERIBC Test Reports. Edge, v8, n4, p3-4 March-April 1980.

The Educational Research Institute of British Columbia Testing Service scores students' tests and provides test reports which include a number of summaries and analyses. Sample reports and summaries are shown.

*298. ERIBC Testing Service. Edge, v10, n4, p3 September-October 1982.

This article describes services available from the Educational Research Institute of British Columbia with regard to the development and implementation of testing projects. These services include test scoring and reporting, forms design, data analysis, and workshops.

*299. Evans, Peter J.A. (editor). Assessment in English: Adapting OAIP to the Classroom. Toronto: Ontario Institute for Studies in Education, 1984. 169p.

The Ontario Assessment Instrument Pool for English (Intermediate Division) was created principally as a resource for the classroom teacher. The purpose of the project described in this monograph is to encourage all teachers to take possession of the pool, adapting the instruments and strategies to a wide variety of classroom situations. This is a record of the successes of a number of grade 9 and 10 classroom teachers in the Sault Ste. Marie and Carleton Boards of Education who adapted the pool resources for their classrooms.

300. Evans, Peter J.A. Ontario Assessment Instrument Pool: English I, Intermediate Division (Reading and Writing). Toronto: Ontario Ministry of Education, April 1981. 507p.

This package contains assessment materials related to reading and writing. The Reading section, as well as addressing objectives under READ in the curriculum guideline, also deals with objectives under THINK and, to some extent, VALUE. The Writing section addresses guideline objectives listed under WRITE, with the exception of those related to the mechanics of writing, which are addressed in the Language Usage section of the pool. The assessment materials have been designed to complement the methods of assessment teachers are currently using.

301. Evans, Peter J.A. Ontario Assessment Instrument Pool: English II, Intermediate Division (Speaking and Listening). Toronto: Ontario Ministry of Education, April 1981. 301p.

> This package contains assessment materials related to speaking and listening, and language usage. These materials address objectives in the Ministry of Education curriculum guideline, Intermediate Division English, 1977. While certain aspects of speaking and listening can be taught independently, in many respects the two skills are reciprocal and interdependent. Hence, this pool provides assessment instruments and strategies that address the specific skills of being an effective speaker, and those of being a good listener, as well as devices to monitor the reciprocal process of listening-speaking-listening.

302. Even, A. Ontario Assessment Instrument Pool: Physics -- Senior Division. Toronto: Ontario Ministry of Education, July 1981. 324p.

> This pool contains a variety of assessment instruments designed to meet the aims, goals, and objectives of Senior Division Physics as stated or implied in the Ontario Ministry of Education curriculum guidelines.

303. Even, A., and A. Elias. Ontario Assessment Instrument Pool: Physics Item Pool. Toronto: Ontario Institute for Studies in Education, staff study, January 1981. 21p.

> This final report for the Ontario Assessment Instrument Pool physics project describes the development of over 2,000 test items for grade 11 and grade 13 physics in Ontario.

*304. Fagan, Michael J. Item pools. NTA Journal, v70, n1, p22-24 Fall 1981.

> The use of item pools as an alternative procedure for the construction of public examinations for high school students is discussed. Procedures for developing an experimental item bank from which items could be selected to constitute a final examination in Mathematics is described.

305. Gershman, J., E. Sakamoto, and M.P. Carroll. Intermediate Math: CARE/OAIP. Toronto: Ontario Institute for Studies in Education, staff study, unpublished, April 30, 1980. 141p.

> This report describes the CARE (Computer Assisted Remediation and Evaluation) project, a cooperative development project

involving OISE and five boards of education, which had two major objectives: 1. to create computer assisted instruction sequences for 30 selected topics in Intermediate Mathematics; and 2. to produce and validate test items suitable for inclusion in the Ontario Assessment Instrument Pool.

*306. Haynes, Al. From the Ministry: Uses and Abuses of CATs. B.C. Science Teacher, v24, n2, p7-9 Spring 1983.

The Learning Assessment Branch of the B.C. Ministry of Education has been developing a set of Classroom Achievement Tests (CATs) to aid classroom teachers in the evaluation of their pupils. Already developed are 27 tests in Chemistry, English and Mathematics. The article explains how teachers can use them as part of their evaluation procedures.

307. Kaake, Ray. Using Modified Cloze Procedure: A Supplement to English 1, Ontario Assessment Instrument Pool. Toronto: Ontario Ministry of Education, 1982. vii, 51p. (Review and Evaluation Bulletins, v3, n5).

*308. Labrecque, René. New Tests for the Students: Primary and Secondary Level Education [in Quebec]. Meqnews, n59, p21 August-September 1981.

This article provides a brief description of the tests offered by the service du développement of the Direction de l'évaluation pédagogique.

*309. Matheson, Joyce, and Alan Skeoch. Update [On Testing Programs in Ontario, British Columbia and Alberta]. School Guidance Worker, v38, n4, p24-28 March 1983.

The authors review developments in the Ontario Assessment Instrument Pool, the British Columbia Learning Assessment Program and Alberta's steps toward reinstituting departmental examinations.

310. McGugan, D. Ontario Assessment Instrument Pool: Intermediate Division Geography (Canada). Toronto: Ontario Ministry of Education, January 1982. 215p.

This second Geography pool contains a variety of assessment instruments developed for use with courses on Canada and is accompanied by class sets of Visual Materials 3, a broad-sheet of topographic maps and aerial photographs for use with a number of the instruments in the package.

311. McLean, Les. OAIP/BIMO Five Years On. Field Development News, v14, n3, p[1]-7 January 1984.

*312. Ontario Ministry of Education. The Ontario Assessment Instrument Pool, a Curriculum-Based Aid to Evaluation. Toronto: Ontario Ministry of Education, 1979 (Review and Evaluation Bulletins v1, n1) and Teacher Education, n16, p51-60 April 1980.

The rationale, implementation and intended purposes of the Ontario Assessment Instrument Pool, are explained.

*313. Ontario Ministry of Education. The Ontario Assessment Instrument Pool; A General Introduction. Toronto: Ontario Ministry of Education, 1980. 22p.

This booklet was designed to provide general information about all the pools in OAIP and to indicate ways in which OAIP may be used to assist in the evaluation of student achievement.

*314. Penny, Douglas A. Provincial Evaluation Policy and the Ontario Assessment Instrument Pool. School Guidance Worker, v34, n4, p5-10 March/April 1979.

The Ontario Assessment Instrument Pool, sponsored by the Ministry of Education, will contain a variety of assessment methods and instruments. Its purpose is to assist program evaluation at the provincial and local levels and to assist in classroom evaluation of student achievement for both diagnostic and summative purposes.

*315. Robitaille, David F., and Thomas J. O'Shea. The Development of an Item Bank in Mathematics Using the Rasch Model. Canadian Journal of Education, v8, n1, p57-70 1983.

Item banks for use in developing tests keyed to the provincial mathematics curriculum were developed at the grade 3/4, 7/8, 10/11 levels. The Rasch model calibrated all items. The banks have been used to produce 11 Ministry of Education tests and as a source for the 1981 B.C. Mathematics Assessment.

316. Russell, H.H. Ontario Assessment Instrument Pool: Intermediate Division Geography. Toronto: Ontario Ministry of Education, January 1981. 175p.

The Ontario Assessment Instrument Pool consists of a variety of assessment instruments developed to meet goals, aims, and objectives stated or implied by a number of Ministry of Education curriculum guidelines. The instruments in this report were developed for the guideline entitled Intermediate Division Geography, 1977 by classroom teachers and consultants working in conjunction with staff from the Ontario Institute for Studies in Education. These are intended for selective use and as a supplement to the evaluation program used by the teacher.

317. Russell, H.H. Ontario Assessment Instrument Pool: Intermediate Division History. Toronto: Ontario Ministry of Education, January 1981. 106p.

The instruments in this report were developed by classroom teachers and consultants working in conjunction with staff from the Ontario Institute for Studies in Education for the guideline entitled Intermediate Division History, 1977. The assessment instruments were created to address the goals, aims, and objectives of two courses outlined in this guideline -- for grade 7-8 students, "The Story of Canada and Canadians: A Two-Year Program in Canadian History", and grade 9 or 10 students, "Contemporary Canadian and World Concerns".

*318. Russell, H. Howard. Program Evaluation and the Ontario Assessment Instrument Pool (OAIP). OCLEA, n17, p14-17 Fall 1979.

The author provides some background information on the development of the Ontario Assessment Instrument Pool.

319. Russell, H. Howard, and Kenneth A. Leithwood. Science Objectives and the Item Pool. Toronto: Ontario Institute for Studies in Education, staff study, Office of Field Development, June 1973.

Curriculum units, behavioral objectives and associated test items for science education in Grades 4, 5, and 6 are explained.

320. Scott, G. Ontario Assessment Instrument Pool: Intermediate Division Mathematics. Toronto: Ontario Ministry of Education, November 1980. 335p.

All the instruments in this document were developed by teachers working on a project known as Computer Assisted Remediation and Evaluation (CARE). The topics which cause students the most difficulty in mathematics were selected, and computer assisted instructional (CAI) sequences of a remedial nature were prepared. Included in these sequences were assessment instruments to diagnose specific problems and to measure individual students' achievement on stated objectives.

321. Styran, R. Ontario Assessment Instrument Pool: Intermediate Division History, Part II. Toronto: Ontario Ministry of Education, December 1981. 458p.

This package contains assessment materials relating to the following intermediate division textbooks: Life in New France, Life in Upper Canada, United Empire Loyalists and the American Revolution, Rebellions, Confederation, Opening of the West, and Social Reform (for grades 7 and 8), and English-French Relations, Canadian-American Relations, and Issues of Concern to the World and to Canada (for grade 9 or 10).

322. Talesnick, I. Ontario Assessment Instrument Pool: Chemistry: Senior Division (Parts I-IV). Toronto: Ontario Ministry of Education, March 1982. 4v.

The instruments published in this pool were developed for the guidelines "Chemistry, Grade 12, S-17D, 1966" and "Chemistry, Grade 13, S-17E, 1967" by secondary school teachers in conjunction with the project directors at Queen's University. The distribution of instruments on particular units of study reflect the teaching patterns observed in a survey of Ontario chemistry teachers.

323. Teachers, Ministry to Work to Prepare Items for Ontario Assessment Instrument Pool. Education Ontario, p[1],3 Spring 1980.

*324. Testing Service Activities. Edge, v8, n3, p4 January-February 1980.

One of the activities presently being undertaken at the Educational Research Institute of British Columbia's Testing Service is the development of a functional, centrally coordinated item bank.

*325. Traub, Ross E. Item Pools: An Alternative to Standardized Testing. E + M Newsletter, n32, p[1-4] April 1979.

The author, a member of the Ontario Assessment Instrument Pool project, explains how item pools are assembled, refined and published, and compares their advantages relative to standardized tests.

*326. Traub, Ross E. Item Pools and the School Guidance Worker. School Guidance Worker, v34, n4, p34-39 March/April 1979.

The author discusses the development of item pools, or collections of test exercises, including specifying the domain of content, collecting/writing items, pilot testing, and publishing. Implications of item pools for guidance workers are presented.

327. Traub, Ross E., and L.D. McLean. OAIP -- Development of a Comprehensive Plan: Final Report. Toronto: Ontario Institute for Studies in Education, staff study, unpublished, June 1980. 12p.

This report contains specifications for conducting an Ontario Assessment Instrument Pool field trial.

LONGITUDINAL EVALUATION OF ACHIEVEMENT

328. Adiv, Ellen. A Longitudinal Evaluation of Three Immersion Programs: Grades 7-11. Montreal, Quebec: Protestant School Board of Greater Montreal, January 1982. 28p.

This study summarizes the findings of comparative evaluations of 3 different immersion programs: early immersion, one-year late immersion, and two-year late immersion for grades 7-11. French controls were included for comparative purposes. A battery of oral and written French language tests was administered. The results show that, on most tests, and at all grade levels, the performance of the one-year late immersion group was significantly lower than that of the two other immersion groups. There were few significant differences between the early immersion and two-year late immersion groups. The performance of the students in the three groups was significantly lower than that of the French controls on all tests and at all grade levels, except for the listening comprehension test.

*329. Anisef, Paul, and others. Is The Die Cast? Educational Achievements and Work Destinations of Ontario Youth. Toronto: Ontario Ministry of Colleges and Universities, 1980. 22p.

In this longitudinal study, the authors report the findings of a survey of former Ontario Grade 12 students, focussing on educational and occupational attainment. Among the findings were that academic performance in high school, particularly Grade 13, was reflected in university performance.

*330. Bell, Ann E., and others. Factors Influencing Student Achievement: A Longitudinal Study, Commentaries on Study and Reply to Commentaries. MAST Journal, v5, n2, p7-30 October-November 1978.

This 14-year study: (1) assessed the predictive efficiency of a preschool test battery in relation to short- and long-term school achievements; (2) evaluated socio-economic locale and school structure as indicators of pupil progress; and (3) observed the effects of some remedial experiences on later school performance. More than 1,000 children were involved. Mental ages ranged from 54 to 104 months, though the average chronological age at first grade entry was 74 months with an approximate range of 68 to 80 months. Such diversity in mental and chronological ages in beginners together with environmental and experiential differences was shown to create many problems for educators. It is suggested that the schools are often called upon to remedy ills which had their genesis in the children's early years. In this context, ways in which those who work with young children may participate in the prevention or amelioration of learning problems are discussed. The views of a teacher educator, a child psychologist, a school trustee and an educational researcher on the method and findings of the study are presented.

*331. Blowers, Elizabeth A. Grade One Test Scores of Pupils Later Classified as Educable Mentally Retarded, Learning Disabled, and Normal. B. C. Journal of Special Education, v4, n1, p43-50 Spring 1980.

A followup study was done on the status of 24 students out of an original 1973 sample of 106 Canadian first graders who had been considered by their teachers to show atypical learning patterns and had been given a battery of assessment tests.

332. Burnham, Brian. Ability and Achievement of Primary Divison Pupils: A Summary of the Grade 1 (1971) and Grade 2 (1972) Test Results. Aurora, Ont.: York County Board of Education, March 1973. 4p.

The Canadian Cognitive Abilities Test (1970 edition) and the Metropolitan Achievement Tests (1970 edition) are being used in a three-year longitudinal study of 1,000 students.

333. Buteau, Magdelhayne F., and Helen Gougeon. Evaluation of the 1977-78 Lakeshore School Board Partial French Immersion Programs: Levels Seven, Eight and Nine: A Sixth Progress Report. Montreal, Que.: McGill Faculty of Education and the Lakeshore School Board, staff study, unpublished, September 1979. 85p.

Within a longitudinal study initiated in 1972, this annual progress report deals with the results obtained by three cohorts of students. The achievement on English and French language tests of students following one of two French Immersion Programs (in grade four and in secondary one) is compared to that of students following two regular programs. Written performance in French at the post-immersion stage reveals that students who took Secondary Immersion performed almost as well as those who participated in the lengthier early Immersion Program. Implications for second language and academic learning are discussed.

334. Clarke, S.C.T., V. Nyberg, and W.H. Worth. Edmonton Grade 3 Achievement Study: 1956-1977 Comparisons. Edmonton: Alberta Education (sponsored by Alberta Education and Alberta Advisory Committee on Educational Studies), December 1977. 37p.

This study replicated a 1956 study in which all grade 3 students in the Edmonton Public School System were tested on basic skills. The results showed that in 1977 the students did not achieve as well in arithmetic as did their counterparts in 1956, but they did better on three different tests of reading, in language, in general scholastic ability, and they were younger.

*335. Clarke, S.C.T., Verner Nyberg, and W.H. Worth. Alberta Grade III Achievement Study. Edmonton: Alberta Education, staff study, October 1978. 72p.

The study established standards of achievement in the basic skills at the grade 3 level in Alberta. This was a companion study to the Edmonton Grade III Achievement Study. Comparisons were made among several subgroups. It was concluded that students performed better in 1977 than in 1956, and that achievement in non-urban schools was on a par with achievement in urban schools in 1977.

*336. Duhamel, Ronald J. "Good Old Days" and Today's Academic Standards. Orbit, v10, n5, p18-20 December 1979.

Various studies conducted over the years to determine the academic standards in Ontario schools are discussed.

337. Duncan, Jack M. A Follow-Up Study of Hamilton Enrichment Students of 1963-1971. Research Services Department, Hamilton Board of Education, December 1971. 11p.

A follow-up study was completed in 1971 of the 311 students who entered grade 7 enrichment classes in Hamilton in 1963 and continued in an enrichment program for grades 8, 9, and 10. This report traces the progress of these pupils through secondary school to university and other types of further education.

338. Edwards, H.P. Evaluation of the Federally and Provincially Funded Extensions of the Second Language Programs in the Schools of the Ottawa R.C.S.S. Board. Toronto: Ontario Ministry of Education, June 1980. 342p.

This study is part of a longitudinal research project evaluating the relative progress of English-speaking students enrolled in the early immersion and extended-core French programs offered by the Ottawa Roman Catholic Separate School Board. Data are based on tests and questionnaires, observations of classroom behavior, interviews, and selected case studies. Findings support the following conclusions:

the early immersion students possess French language skills which are substantially superior to those of extended-core program pupils, are more enthusiastic about the program, and more eager to continue learning French.

339. Evans, I., and R. Aldridge. Teaching Mathematics to the Educable Mentally Retarded (EMR) Adolescent: An Evaluation of the Network Approach. Edmonton, Alta.: Edmonton Public School Board, staff study, unpublished, December 1976. 19p.

This study involved the analysis of test results on the Wide Range Achievement Test for a five-year period in order to determine the effectiveness of the network approach in teaching mathematics to the EMR student.

*340. Even, Alex. Declining Test Scores: Fact or Artifact? [summary]. Reporting Classroom Research, v7, n1, p5 January-February 1978.

This article briefly reviews a longitudinal study comparing student achievement in chemistry 1964-1972. Some explanations for the observed decline in achievement scores are offered.

341. Genesee, F. A Longitudinal Evaluation of an Early Immersion School Program. Montreal: Protestant School Board of Greater Montreal, Instructional Services staff study, unpublished, April 1977. 47p.

342. Hedges, H.G. Achievement in Basic Skills: A Longitudinal Evaluation of Pupil Achievement in Language Arts and Mathematics. Toronto: Ontario Ministry of Education, December 1977. 327p.

This study documents student achievement in language arts and mathematics in grades 5 to 8 in one school system over a 40 year span.

*343. Hedges, H.G. Achievement in the Basics: A 40-Year Study. [summary]. Reporting Classroom Research, v7, n1, p4-5 January-February 1978.

This article briefly discusses the results of a longitudinal study of student achievement in language arts and mathematics (grades 5 to 8) in a group of schools in St. Catherines, Ontario over a 40-year period.

*344. Hedges, H.G., and Philip Winne. Achievement in Basic Skills: A Longitudinal Evaluation of Pupil Achievement in Language Arts and Mathematics. Canadian Journal of Education, v4, n1, p79-85 1979.

In this article, the author of a study designed to make a longitudinal comparison of student achievement in language arts and mathematics in grades 5-8 in one school system over a 40-year span summarizes his work. The study is then reviewed and criticized by Philip Winne.

345. Henderson, Kent. A Three Year Study of Early Reading Skills. Toronto: Ontario Institute for Studies in Education, staff study, unpublished, 1976. 47p.

This report describes a longitudinal assessment (K-2) sponsored by the Simcoe County Board of Education of oral reading and alphabet skills.

346. Johnson, Eileen N. Are We Maintaining Our Standards? Ottawa, Ontario: Ottawa Board of Education, Research Centre, February 1976. 13p. (Research Report 76-02)

A comparison of results on items from reading and arithmetic achievement tests over 3 years for grade one pupils.

347. Jones, J., et al. Evaluation of the Bilingual (English-French) Program. Edmonton, Alta.: Edmonton Public School Board, staff study, unpublished, June 1978. 45p.

A longitudinal project to evaluate the relative success of the Bilingual (English-French) Program in grades 1, 2 and 3 in five schools is discussed. Student achievement in mathematics, English and French and attitudes of parents and teachers toward the program were assessed.

348. King, Alan J.C., et al. Achievement of Ontario Grade 13 Students in University. Toronto: Ontario Ministry of Education, 1982. viii, 64p.

349. King, Judith A. The Relationship of Kindergarten Language Performance to Year Two Reading and Written Language Achievement. Regina: Saskatchewan School Trustees' Association, 1983. 8,[1]p. (SSTA Research Centre Report No. 99)

350. Legge, P., et al. Reading Programs in Division I -- A Longitudinal Comparison. Edmonton, Alta.: Edmonton Public School Board staff study, unpublished, n.d. 2 volumes, 80p and 40p.

The authors report on the first and second years of a three-year project designed to field test and compare eight different reading programs in selected Grade 1, 2 and 3 regular classrooms and selected Special Education classes (Junior Opportunity and Adaptation). The relative advantages and disadvantages of each reading program are being determined.

351. Light, Martha. A Longitudinal Study of the Effects of a Kindergarten Reading Programme. Toronto: University of Toronto, Ontario Institute for Studies in Education, Ph.D. thesis, November 1980. 317p.

This study reports the reading achievement in grades two, three, and four (on the Metropolitan Achievement Tests, subtests Word Knowledge and Reading) of children who participated in a one-year pre-first grade reading programme as compared to classmate controls who did not. The reading programme was based on the development of a sight vocabulary of words of interest to each individual child. The development of phonics skills was not stressed. Results showed that experimental subjects were not only superior at all grade levels, but were increasingly so in successive grades. They also enjoyed a long-term advantage in related language skills. No differences were seen between experimental and control subjects with respect to spelling skills, nor on an unrelated subject such as math computation skills.

352. Lokan, J.J., and D.M. Stotskey. An Analysis of Early Predictors of Reading Performance. Ottawa, Ontario: Ottawa Board of Education, November 1976. 70p.

A longitudinal follow-up of the first cohort of students involved in the Quality Education Demonstration Program, a five-year study being carried out by the Ottawa Board of Education and concerned with identifying those factors most influential in terms of their impact upon student performance at the grade one level. This report covers the period from September 1972 through September 1975 and, in general, spans the students' grade one through beginning grade four years.

353. Lokan, J.J. , and E.M. Johnson. Quality Education Demonstration Project. A Five Year Study of Grade One Students in Ottawa Schools. Ottawa, Ontario: Ottawa Board of Education, November 1979. 64p.

Between 1972 and 1977 a study to examine factors related to school learning was carried out in 45 grade one classes of the Ottawa Board of Education. Using Henry Dyer's "student-change model" data were collected concerning characteristics of students as they entered grade one, conditions within which each school operated, educational process variables, and output variables or end-of-year student characteristics. This summary report contains a brief overview of relevant literature, a description of the procedures and the general results.

354. Morris, Julius Richard. A Longitudinal Investigation of Early Evaluation and Teacher Consultation on Children's Performance in the Primary Grades. Toronto: Ontario Institute for Studies in Education, University of Toronto, Ph.D. thesis, December 1979. n.p.

355. Morrison, F., et al. Longitudinal Evaluation of Alternate Programs for Teaching French as a Second Language. Evaluation of the Federally and Provincially Funded Extensions of the Second Language Learning (French) Programs in the Schools of Ottawa and Carleton Boards of Education. Toronto: Ontario Ministry of Education, unpublished, September 1977. 168p.

This report describing the research conducted in 1976-77 continued the work of three previous years in monitoring the leading edge of several French programs in the Ottawa and Carleton Boards of Education. A series of interviews with core and immersion French teachers was carried out in an attempt to examine the elements making up the program in each alternative. In addition, the characteristics of students in various alternative programs were examined and the development of a test of awareness of certain aspects of French culture was undertaken.

356. Morrison, F.E., J.L. Martin, and J.C. Martin. A Study of the General Development of Children Who Entered a French Immersion Program in 1971. Ottawa, Ontario: Ottawa Board of Education, June 1978. n.p.

One hundred and twenty-three students who entered French immersion (FI) or English kindergarten in 1971 were divided into three experimental (FI: satisfactory performance, FI: low performance, and a group of children who had transferred out of immersion into an English program) and 2 control groups (English program: satisfactory performance, English program: low performance). Eight areas of general development in these children were examined. Multivariate and chi square analyses, and t-tests were performed on scores from tests in these areas.

357. Morrison, Frances. Evaluation of the Second Language Learning (French) Program in Schools of the Ottawa and Carleton Boards of Education (Year 7). Toronto: Ontario Ministry of Education, July 1981. 179p.

This report is part of a longitudinal study which has examined the French proficiency of student groups at the Ottawa and Carleton Boards of Education: core French students at the grade 8 level, grade 8 and 10 students previously enrolled in primary- and late-entry immersion, and grade 12 students who had entered immersion or bilingual programs in grade 6, 7 or 9. In addition, tests of basic skills in English were given to grade 8 immersion students and to a comparison group of students in the English program.

358. Morrison, Frances E. Longitudinal Validation of the High School Entrance Battery. Toronto: Ontario Ministry of Education, December 1976. 195p.

The study examines data obtained from entrance tests given and from school records, identifying factors related to school success and to attitudes toward school.

359. Nash, Chris. A Comparative Evaluation of Teaching French as a Second Language Per Se and Through Geography in Grades 3 to 8. Interim Report VI. Toronto: Ontario Ministry of Education, August 1977. 63p.

This paper reports on the 1976-77 phase of a longitudinal study. This phase involved evaluation of student outcomes in grades 3 and 4, and development of curriculum (through the definition of objectives and writing of units) for grades 5 and 6.

*360. 1977 Pupils Out-Perform Those of 1956. [Edmonton Grade III Achievement: 1956-77. Comparisons]. ATA News, v12, n8, p[1] January 16, 1978.

Results of a study carried out for the Alberta Advisory Committee on Educational Studies show that basic skill achievement for Edmonton grade III pupils in 1977 is generally as good as, or better than, that of 1956.

361. Nosychuk, H., et al. Evaluation of the Bilingual (English-Ukrainian) Program. Edmonton: Edmonton Public School Board, staff study, unpublished, June 1979. 45p.

The report of a longitudinal project to evaluate the relative success of bilingual (English-Ukrainian) programs in grades 2-5. Student achievement in Ukrainian, English, reading and mathematics were measured and staff and student attitudes were assessed.

*362. Nyberg, Verner R., and D.E. Blackmore. A Longitudinal Study of Grade III Achievement in Edmonton Public Schools. Alberta Journal of Educational Research, v27, n2, p154-59 June 1981.

Achievement tests administered to grade three students indicated that the overall level of communication skills had increased from 1956 to 1977, while mathematical skills had decreased slightly. Decline in mathematics scores was not general but was related to items in specific areas.

363. O'Shea, Thomas. Change in Mathematics Achievement of Grade Seven Students in British Columbia: 1964-1979. Vancouver: Educational Research Institute of B.C., 1979. 21p. (ERIBC Reports No. 79:41)

364. Penner, W., et al. Evaluation of the Bilingual (English-Ukrainian) Program. Edmonton, Alta.: Edmonton Public School Board, staff study, unpublished, June 1978, 40p.

Report of a project to evaluate the relative success of the Bilingual (English-Ukrainian) program in grades 1, 2 and 3 in five elementary schools. Student achievement in Ukrainian, English, reading and mathematics were measured and staff and student attitudes were assessed.

365. Rowan, M. 1977 Replication of a Reading Achievement Survey. Willowdale, Ont.: North York Board of Education, April 1977. 10p.

This is a part of a long range study of the reading skills of North York students. Standardized testing has been carried out with grade 6, 9 and 12 children in 1972, 1974, 1975 and 1977 and comparisons of performance levels have been made for all years.

*366. Russell, H. Howard. Ontario Interface Project: Results Favour Schools. Reporting Classroom Research, v6, n3, p[1]-3 September-October 1977.

A paper presented at the annual workshop of the Ontario Educational Research Council is summarized. The results of the Ontario Secondary-Postsecondary Interface Study are discussed.

*367. Russell, H. Howard, et al. Current Ontario Elementary School Mathematics Programs. Toronto: Ontario Institute for Studies in Education and the Ontario Ministry of Education, 1975. 305p.

In this comprehensive examination, the authors conclude that the judgement of teachers and principals clearly indicates some gain in student performance in mathematics over the past seven years.

*368. Russell, H. Howard, and others. Interface: Some Cold Facts in a Hot Argument. E + M Newsletter, n27 April 1977.

This article discusses the Secondary-Postsecondary Interface Study, a research study initiated by the Ontario ministries of education and colleges and universities to determine whether or not secondary students were as well prepared for college or university as in the past and what coordination of curriculum exists between secondary and post-secondary education.

*369. Russell, H. Howard, and others. Programs and Student Achievement at the Secondary-Postsecondary Interface: Interproject Analysis. Toronto: Ontario Institute for Studies in Education, 1976.

This fourth project of a four part study was an attempt to merge the data from projects I and II and draw some conclusions about the relationship between program content and student achievement, with the aim of identifying gaps and duplications in the programs at the interface point.

*370. Scores Drop 20% in Tests. Reporter, v7, n6, p31 March 1982.

New research shows that over the past twenty years a general decline in student performance on standardized tests has been reported in North America. Various reasons are suggested for the decline in scores.

371. Shapson, S.M., and D. Kaufman. Longitudinal Evaluation of the French Immersion Program in Coquitlam School District: Report of Year 3. Coquitlam: Coquitlam School Board and Simon Fraser University, staff study, unpublished, September 1976. 13p.

372. Sillito, M.T., and W.D. Wilde. Further Outcomes of the Language Arts Project (ECRI) in the Cardston School Division. Edmonton: Alberta Education, Planning and Research Branch, staff study, December 1980. 60p.

The authors used longitudinal data to find if there were differential gains in academic achievement among groups of students categorized by ethnic status, sex, achievement level and ability level in the ECRI (Exemplary Centre for Reading Improvement) program study completed previously.

*373. Spreen, Otto. Tests Peek Into Future, Predict Learning Problems. Education B.C., v5, n5, p[6-7] August 1977.

A longitudinal study tracking the progress of a set of students from kindergarten to grade five through a series of tests reported a 75% accuracy in predicting the students' academic success from the test results.

374. Stennett, Richard G., and Lorna Isaacs. The Elementary to Secondary Transition: A Follow-Up of "High Risk" Students. London, Ontario: London Board of Education, Educational Research Services, 1979. 12p. (Research Report 79-03)

This study examined grade 9 students identified in grade 8 as being at risk, as well as all grade 9 students having difficulty at the end of the first semester. It was concluded that: 1. many failing students in grade 9 were taking courses which were too difficult for them. 2. about 50% of high-risk grade 8 students experienced significant difficulty in grade 9. 3. the total number of students to fail grade 9, 10-20%, has not changed in the past decade.

375. Swain, Merrill. Bilingual Education Project: Five Years of Primary French Immersion: A Summary. Ontario Institute for Studies in Education staff study, unpublished, 1976. 13p.

376. Swain, Merrill, and H.C. Barik. Bilingual Education Project: A Longitudinal Study of Bilingual and Cognitive Development. Toronto: Ontario Institute for Studies in Education, staff study, unpublished, 1976. 15p.

377. Swain, Merrill, Sharon Lapkin and Gila Hanna. The Bilingual Education Project: Final Report for Year 17 (1981-82). Toronto: Ontario Institute for Studies in Education, 1982. 9p.

This report summarized the work undertaken in the final year of the Bilingual Education Project, which has involved the annual evaluation of early, partial and late immersion programs over a nine-year period.

*378. Traub, Ross, and others. Secondary-Postsecondary Interface Project II: Nature of Students. Toronto: Ontario Institute for Studies in Education, 1976. 319p.

This second project of a four part study was designed as an examination of the characteristics of students near the interface between schooling at the secondary level and post-secondary education of one sort or another. Data on socioeconomic and language background, educational plans and scholastic achievement as reflected both in school marks and performance on external tests administered as part of the project was gathered. University bound grade 13 students performed better on the Ontario Mathematics Achievement Test than did their 1968 counterparts. The same students did not perform as well as their 1970 counterparts on the Physics Achievement Test. A substantial decrease in the credit system in the time allotted to Physics may have been responsible. Data for a longitudinal comparison of language skills was not available. Other issues dealt with in this study are mark inflation and variation in marking standards from school to school.

379. Trites, R.L., and M.A. Price. Learning Disabilities Found in Association with French Immersion Programming: A Cross Validation. Ottawa: Ontario Ministry of Education, March 1977. 170p.

This longitudinal study examines the characteristics of children who dropped out of the French immersion program and reports on their performance two years later in the English language program.

380. Virgin, Albert E., and Larry M. Darby. 1974 Replication and Follow-Up of a Survey of Mathematics and Reading Skills. Willowdale, Ont.: North York Board of Education, Department of Educational Research Services, April 1974. 26p.

In a replication of an earlier study, descriptive and statistical information was gathered in the areas of reading and mathematics achievement from pupils in Grades 3, 6, 9 and 12. A measure of growth in reading and mathematics achievement between Grades 3 and 5 over the two-year period was also obtained.

*381. Worth, Walter. Today's Elementary Students are Better. Canadian Administrator, v17, n6, p[1]-5 March 1978.

This article discusses the results of a study entitled The Edmonton Grade III Achievement Study: 1956-1977 Comparisons. The purpose of this study was to compare school achievement at the grade III level in arithmetic, language and reading with the corresponding achievement 21 years earlier. The comparison was to be one which could easily be understood by the public.

*382. Wyman, William. Exploring the TRQ: Technical Supplement. Toronto, Ontario: Toronto Board of Education Research Department, 1974. 33p. (Research Report No. 124.)

Consists primarily of statistical tables to support the information in report no. 123 (see next entry)

*383. Wyman, William, and Edgar Wright. Exploring the TRQ: An Assessment of the Effectiveness of the Teachers' Rating Questionnaire. Toronto, Ontario: Toronto Board of Education Research Department, 1974. 131p. (Research Report No. 123.)

As part of a longitudinal study in which senior kindergarten pupils were followed through subsequent grades, a questionnaire was designed to collect information on teachers' perceptions of their pupils' performance and achievement. Teachers were asked to rate their pupils in a series of five behavioral situations relating to five important aspects of the kindergarten programme. Analysis of the results of these ratings by kindergarten teachers showed that teachers' perceptions of their students' success did fit into the general achievement pattern. Additional questionnaires were designed for subsequent years of the study. The use of this instrument has been extended to other studies conducted by the Research Department. This report analyzes the instrument.

*384. Ayers, J. Douglas. Relationship of First-Year University Grades of Non-High School Graduates with the Tests of General Education Development. Canadian Journal of Higher Education, v10, n1, p75-82 1980.

It is recommended that in institutions not offering open enrollment, the General Education Development Tests be used to determine cutoff points for program admission. Results of this study indicate that existing cutoff points may be too high, and that open enrollment may be advisable.

*385. Birch, Daniel R. How Well Do Exams Predict Achievement in University? A Researcher's View. B.C. Teacher, v63, n2, p69-70 November-December 1983.

The author feels that if admissions data on each student included both school grades and marks on carefully constructed provincial examinations, prediction of university success would be enhanced. Although studies show that teachers' grades are better predictors of university success than government examinations are, there is evidence to suggest that some calibration of grades across districts and regions would be helpful in increasing the equivalence of grades province-wide.

386. Boisvert, Stuart R. Bilingual Intelligence Testing and School Prediction. Fredericton: University of New Brunswick, M.Ed. thesis, 1974. 106p.

This study was designed to determine the usefulness of an English language aptitude test in predicting the academic performance of French (speaking) Canadian students entering secondary school, where only French had been used before.

387. Boudreau, Robert A., et al. An Evaluation of Graduate Record Examinations As Predictors of Graduate Success in a Canadian Context. Canadian Psychological Review, v24, n3, p191-199 July 1983.

388. Bulcock, Jeffrey. Toward a General Model of the Structure of Scholastic Performance. St John's: Memorial University of Newfoundland, n.d. 54p.

A nationally representative sample of Swedish 14 year olds is used to examine Thorndike's postulate that reading as reasoning is a predictor of multiple scholastic performance outcomes.

389. Carroll, James R. Reading Readiness Tests and Teacher Ratings as Predictors of Standardized Achievement Test Results. Fredericton: University of New Brunswick, M.Ed. thesis, October 1974.

The study attempts to see if teacher ratings and readiness are good predictors of achievement at the end of the third school year.

390. Cranton, P.A., and W. Hillgartner. The Prediction of Student Ratings from Classroom Observations. Montreal: McGill University, 1977. 33p.

391. Crookshanks, James D. Predictors of Success and Student Status. Calgary: University of Calgary, M.Sc. thesis, Fall 1974. 70p.

This study was designed to assess the predictive ability of the entrance tests, as well as selected background variables, to identify dropouts, and to predict grade point average (GPA) among first term full-time freshmen at Mount Royal College, Calgary.

392. D'Oyley, Vincent. The C.O.U. Study: An Introductory Note. Toronto: Ontario Institute for Studies in Education, staff study, unpublished, March 1976 (revised). 10p.

This paper describes the background for the Council of Ontario Universities program of achievement testing in selected Ontario institutions, beginning in 1975.

*393. Gilliss, K.E. The Use, Reliability, and Predictive Validity of SACU Tests. Fredericton: New Brunswick Teachers' Association, 1972. 31p.

In a report to the NBTA Board of Directors, the author discusses university admissions policies in Canada and the conditions that led to the development and use of the SACU tests. The report includes several papers discussing the predictive validity of the tests and comparing results of SACU tests, school examinations and departmental examinations in New Brunswick. Studies done in other provinces on SACU tests are reported. Recommendations regarding the use of the tests in New Brunwick are presented.

394. Keenan, Sister Rita Anne. Predictive Validity of Objective Tests in Chemistry. Fredericton: University of New Brunswick, M.Ed. thesis, 1973. 85p.

An investigation of the value of a battery of objective tests in Chemistry as predictors of subsequent success in the departmental examination.

395. Khan, Sar, and V. D'Oyley. Standardized Testing and University Achievement (Revised Edition). Toronto: Ontario Institute for Studies in Education, staff study, unpublished, March 1976. 6p.

This paper provides a summary of recent research on the role and uses of various tests in admissions and other situations.

396. Kohly, Gur P. The Use of High School Marks in the Prediction of University Success. Toronto: University of Toronto, M.A. thesis, Fall 1974.

397. Lightle, William Alexander. The Differential Aptitude Test as a Predictor of Achievement in Grade 11 Math, English and History. Fredericton: University of New Brunswick, M.Ed. thesis, unpublished, 1978. 40p.

398. Lokan, J.J. An Analysis of Early Predictors of Reading Performance. Toronto: Ontario Ministry of Education, staff study, unpublished, November 1977. 70p.

This is a report on the first results of a long term research project on students' learning at the grade one level. The researcher found five predictors of the children's later performance in reading.

399. MacDonald, Lloyd. English Placement Test (Research Component) Report to the Honourable Minister of Education. Vancouver: Educational Research Institute of British Columbia, September 1978. n.p.

This document reports on validation studies of the predictive power of the English Placement Test, (i.e., predicting final grades in first year English courses in post secondary institutions).

400. Maslany, George W. The Long-Term Predictive Validity of Intelligence Tests With Respect to Non-Academic and Academic Criteria. Calgary, Alta.: University of Calgary, Ph.D. thesis, March 1973. 200p.

The predictive value of convergent and divergent tests from seventh grade to university is examined.

401. Mather, Viola Greta. Achievement and Aptitude Tests as Predictors of Achievement. Fredericton: University of New Brunswick, M.Ed. thesis, October 1971. 34p.

A multiple regression equation was determined using the grade 9 achievement and aptitude tests to predict achievement in grades 11 and 12.

402. Morrison, F.E. Achievement in High School: A Predictive Study. Ottawa, Ontario: Ottawa Board of Education, December 1976. 23p.

This summary of the predictive data obtained in a study of the characteristics of students who entered four Ottawa high schools in September, 1971, presented at the annual conference of the Ontario Educational Research Council, Toronto, December, 1976.

*403. News Briefs: From the University of Toronto. Ontario Education, v11, n1, p27 January-February 1979.

To meet the problem of variation in grading procedures among high schools, the Dean of Applied Science and Engineering at the University of Toronto has devised a statistical method of adjusting a high school graduate's grade to a predicted first term engineering course grade. The procedure is briefly described.

404. Norton, Lois. The Efficacy of Early Identification and Treatment of "At Risk" Kindergarten Children. Montreal: McGill University, M.A. thesis, unpublished, 1977. 134p.

This study examined the predictive validity of a kindergarten screening and treatment program on reading achievement at grades 1 to 4.

405. Ogilvie, Geraldine Helen. Tests for Aptitude in High School Chemistry. Fredericton: University of New Brunswick, September 1971. 70p.

A pre-test for aptitude in chemistry was designed and used in combination with maths and DAT scores to predict success in the Quebec High School Leaving Chemistry examinations.

406. Roberts, Linden. Predictors of Success in Physics 112. University of New Brunswick, M.Ed. thesis, October 1972. 68p.

The final marks in grade 8 mathematics, English, science, and the average mark were found to be acceptable predictors of success in physics 112.

407. Tesarski, Thomas. Mathematics Prognosis: Predicting Tenth Grade Mathematics Achievement Based on Ninth Grade Mathematics Marks in Modern Collegiate. Winnipeg: University of Manitoba, M.Ed. thesis, October 1972.

408. Tipping, Joanne L. The DAT as a Predictor of Success in High School Mathematics Courses and an Aid in Mathematics Course Selection. University of Manitoba, M.Ed. thesis, 1979. 117p.

This is a study of the relative contribution of scores on various tests to the prediction of mathematics marks.

409. Tourond, Marguerite, et al. A Validation Study of the Checklist of French Immersion Kindergarten Teacher Observations. Ottawa, Ontario: Carleton Board of Education, n.d. 40p.

An investigation of the validity, in terms of both of what is being measured and the ability to predict later ability in French, of a specially developed checklist of French immersion kindergarten teacher observations. The checklist contains 30 items on which children are rated individually after the first few weeks of their kindergarten year, and was developed by members of Special Services of the Carleton Board of Education in the Spring of 1974.

410. Traub, Ross E. University Admissions Testing in Ontario. Field Development Newsletter, v12, n9, p[1]-8 May 1982.

411. Veitch, Mary Veronica. A Study in the Prediction of Students' Performance in First Year Mathematics Courses at Memorial University of Newfoundland. Newfoundland: Memorial University of Newfoundland, M.Ed. thesis, unpublished, January 1978. n.p.

412. Walsh, Michael, Rosemary Bonyun and Catherine Pawley. Prediction of French Proficiency of Grade 7 Students in Three Programs in Ottawa and Carleton, 1976-77. Ottawa, Ontario: Ottawa Board of Education, Research Centre, July 1980. 20p.

> Data from 1976-77, concerning grade 7 students in immersion, bilingual and extended French classes in Ottawa and Carleton, were re-analyzed in order to determine which of the tests of aptitude, attitude or French proficiency in the predictor battery was most efficient in predicting end-of-year achievement in French listening, reading and writing. A locally-developed French vocabulary test was found to be the best overall single predictor of French proficiency.

413. Warkentin, Lena. An Investigation of the Relationship Between Readiness Test Scores for Kindergarten Children and Achievement Scores Obtained at the End of Grades One and Two. Regina: University of Regina, Doctoral thesis, unpublished, June 1979. 78p.

414. White, Donna, and Ellen Jacobs. The Prediction of First Grade Reading Achievement from WPPSI Scores of Preschool Children. Montreal: Concordia University, staff study, 1978. 4p.

> The purpose of this study was to measure the relationship between the WPPSI IQ's and subtest scaled scores in preschool children and their reading achievement in grade one. Twenty-eight suburban middle class children were given the WPPSI at ages three to five and retested with the Gray Oral Reading Test near the end of the first grade. Significant correlations between the WPPSI IQ's and reading were found. Further study of the predictive power of the Geometric Designs and Arithmetic subtests was suggested on the basis of these correlations.

415. Zegil, Jane Marie. High School Grades as Predictors of Success in First Year University as Determined by a Study of the Correlation of University Grade Point Averages with Department of Education and Collegiate Marks. Winnipeg: University of Manitoba, M.Ed. thesis, May 1973.

*416. Alberta. Minister's Advisory Committee on Student Achievement. Alberta Grade 12 Examinations Study; A Study Commissioned by the Minister's Advisory Committee on Student Achievement. Edmonton: Minister's Advisory Committee on Student Achievement, 1977. 462p. + Executive Summary 64p.

This study was designed to investigate the effect of the abolition of compulsory grade 12 examinations in 1973 on the quality of education in the Province. In fulfilling its mandate the study attempted to answer three questions: (1) What are the current grade 12 student evaluation policies and practices at the system and school level across the province? (2) What changes have taken place in the distribution of marks awarded by the schools in grade 12 subjects in the last five years? (3) What does the public think has happened to the quality of education since accreditation, and what do they think ought to happen now?

*417. Alberta Education. Revised Provincial Student Evaluation Policy: A Discussion Paper. Edmonton: Alberta Education, January 1983. 9p.

The following modifications to the Alberta provincial student evaluation policy are proposed: (1) compulsory comprehensive examinations for all students graduating from high schools; (2) existing requirements for High School Diploma to be expanded to include Social Studies 20 and 30; (3) high school achievement testing to be discontinued; (4) modifications to be made in contents of results statement; and (5) minimum pass mark to be raised from 40% to 50%.

*418. Alberta Education. Grade 12 Diploma Examinations Program. Student Evaluation Branch Bulletin, v4, n2 September 1984.

This document describes procedures for administering and marking the Grade 12 Diploma Examinations.

*419. Alberta Education. Student Achievement in Alberta. Edmonton: Alberta Education, Minister's Advisory Committee on Student Achievement, 1979. 97p. + summary.

The Minister's Advisory Committee on Student Achievement (MACOSA) studied student achievement in grades 3, 6, 9, and 12. Students were tested in reading, writing, mathematics, science, and social studies (grade 12 only). Tests were based upon cognitive objectives considered to be important to the curriculum and results were to be used for program improvement at the provincial level. Studies of factors affecting achievement and concerning the development of achievement and attitude tests were also conducted. Effects of the twelfth grade departmental examinations, which had been made non-compulsory were investigated.

*420. Alberta Teachers' Association. Comments on Revised Provincial Student Evaluation Policy. Edmonton: the Association, 1983. 6p.

The Association outlines its current position on external examination and comments on various aspects of the policy statement developed by Alberta Education.

421. Alberta Teachers Oppose Comprehensive Exams. Teach, v21, n7, p6 December 8, 1982.

*422. Allingham, Philip. Ministry Defends Exams to B.C.E.T.A. Update, v25, n3, p5-6 December 1983-January 1984.

A Ministry of Education official discusses the cost of the provincial exams, the dissemination of marks, exam weighting, format and a number of other concerns in response to questions from members of the B.C. English Teachers' Association.

*423. Association Says 'No' to Comprehensives, 'Yes' to Diagnostic Testing. ATA News, v17, n5, p[1] November 8, 1982.

The Alberta Teachers' Association announces that it will oppose the government's intentions to institute grade 12 comprehensive examinations and will discourage students from writing them in 1983. At the same time the Association will renew its efforts to have government resources redirected to diagnostic testing services and the establishment of a test item bank accessible to teachers. These decisions, along with supporting motions urging teachers to refrain from marking the examinations and principals to oppose the scheduling of the exams in school on school days was unanimously agreed to by the Provincial Executive Council.

*424. ATA Strikes Task Force on Student Evaluation. ATA News, v17, n8, p[1] January 10, 1983.

With provincial examinations threatening to make a comeback, the Alberta Teachers' Association forms a task force to solicit views from the membership, review the positions of various interested groups and undertake a chronological study of developments that have taken place in student evaluation during the past decade.

*425. Buckley, Carol A. What Kind of Student Evaluation Do Parents Want? The Trustee, v53, n2, p10-11 Summer 1983.

The history of province-wide testing in Alberta and changes in the policy of the Alberta Federation of Home and School Associations to reflect the changing situation is reviewed.

*426. Byfield, Ted. Education's Acid Test. Canadian School Executive, v2, n9, p7-8 March 1983.

The author feels provincial examinations to measure basic skills are both possible and appropriate.

*427. Canadian Teachers' Federation. National Seminar on Province-Wide Student Assessment Programs -- The Teachers' Response. Ottawa, Ontario: Canadian Teachers' Federation, 1980. 39p.

This edited version of papers presented at a 1980 seminar contains a description of current assessment programs across Canada, an analysis of the assessment process and the bureaucracy in which it is embedded and a call to teachers' organizations to respond to the external challenge of assessment programs by using collective bargaining to secure the teacher's right to exercise professional functions.

*428. Canadian Teachers' Federation. Province-wide Student Assessment Programs: A Discussion Paper. Ottawa, Ontario: Canadian Teachers' Federation, April 1982. 5p.

This discussion paper points out problems teachers and students have with the current trend in Canada towards increased use by Departments of Education of province- or territory-wide student assessment programs. Recommendations are presented which would facilitate more teacher and teacher organization input into student assessment programs.

*429. Canadian Teachers' Federation. A Report of the Second Seminar on Province-Wide Student Assessment Programs. Ottawa, Ontario: Canadian Teachers' Federation, 1981. 31p.

This report is an edited version of the presentations at the October 1980 seminar. Each chapter describes one aspect of assessment programs and concludes with suggestions which, if used at a teacher workshop, might help teachers relate the implications of province-wide student assessment to the day-to-day experiences of teachers.

*430. Church, John S. External Exams Revisited: A Retired Teacher's View. B.C. Teacher, v63, n2, p81-82 November-December 1983.

In this article the author reviews the history of the long campaign to have provincial examinations withdrawn, speculates briefly on the nature of the belief system of those teachers and members of the public who support external examinations and recapitulates arguments against the use of outside examinations.

*431. C.I.T.E. Argues for Second Look. Update, v25, n3, p15-16 December 1983-January 1984.

The Committee to Improve the Teaching of English (C.I.T.E.) drafts a reaction to mandated provincial examinations which will be forwarded to all post-secondary institutions. In the statement the institutions are asked to refuse to accept the results of the Grade 12 English exam until a task force is formed to gather information on all large scale testing of writing in the province, to evaluate the test instruments and procedures used to produce those instruments, to review the current literature on testing and evaluation, and to compile a monograph and present it for discussion. In this way the Committee hopes to ensure that responsible academic judgement is used in the creation, implementation and use of tests. Various concerns about tests of writing are listed.

*432. Clarke, Pat. The Teacher is the Best Judge of a Student's Performance: The B.C.T.F.'s View. B.C. Teacher, v63, n2, p61-63 November-December 1983.

The British Columbia Teachers' Federation gives reasons for its opposition to the new provincial exam program. It is the policy of the Federation that evaluation should be "close to the scene of active teaching and learning". The Federation accuses the government of betraying its agreement to consult with teachers to develop a mutually acceptable approach to student evaluation and of unilaterally deciding to undertake its program of provincial examinations for grade 12 students. The B.C.T.F. Representative Assembly adopted a motion that members be advised not to participate in the preparation or marking of grade 12 provincial examinations.

433. Collins, John. Provincial Assessment in the Social Studies. Horizon, v15, n1, p4-5 September 1976.

434. Compulsory Exams. ASTA Leader, v6, n7, p[4] October 1978.

*435. Cronin, Jack. Evaluation: OSSTF Provincial Executive Viewpoint. OSSTF Forum, v3, n3, p119-120 May 1977.

Teachers are urged to continue to resist Ministry of Education moves toward standardized or province-wide assessment procedures. The author stresses that standardization -- which would involve not only testing but curriculum as well -- would satisfy political objectives only and destroy local decision-making processes.

*436. De Groot, Ian. The 50% Solution. Vector, v25, n2, p14-15 Winter 1984.

The author shares a number of observations concerning the first set of B.C. grade 12 provincial mathematics examinations. These include a sparcity of problem-type questions on the exams, insufficient time allotted for ministry-originated organizational tasks, lack of good application problems in the scholarship component of the exams, and too high a percentage of the overall mark assigned to an exam which is 80% multiple choice.

*437. De Luna, Phyllis. ARA Decides Exams, But No Comprehensives. ATA News, v17, n15, p[1]+ April 25, 1983.

Realizing that the return of government administered examinations is inevitable, representatives at the Annual Representative Assembly of the Alberta Teachers' Association urge that these exams be administered to grade 12 students in core subjects only, that they include a written component and that the results constitute only 50% of the final mark.

*438. De Luna, Phyllis. Comprehensives: What are They? ATA News, v17, n5, p4 November 8, 1982.

The proposed system of optional comprehensive tests for Grade 12 academic students is explained.

*439. De Luna, Phyllis. Diploma Exams to be Offered in French. ATA News, v18, n1, p1 September 12, 1983.

In response to concerns that students whose language of instruction is French will be at an unfair disadvantage when having to write English High School Diploma Examinations, the government has agreed to offer four of the examinations in

French. The issue of the impact of the examination program on alternative high schools which follow the continuous progress model is also being examined.

*440. De Luna, Phyllis. Government Announces New Exams Programs. ATA News, v17, n18, p[1] June 6, 1983.

Beginning September 1983, all Grade 12 Alberta students will have to write at least one provincial examination. Exams are to be course specific and marks will account for one-half of the final mark awarded in the course. The Alberta Teachers' Association and School Trustees' Association both support the new policy in the hopes that it will restore an external frame of reference for student evaluation.

*441. De Luna, Phyllis. Grade 12 Students Face Departmentals. ATA News, v18, n8, p1+ January 16, 1984.

Teachers and students discuss how delivery systems have changed to adapt to the new government policy of provincially set high school examinations. The major effect is that teachers are not straying far from the basic curriculum.

*442. Education Minister Talks About Student Assessment. Manitoba Teacher, v60, n6, p3 February 1982.

The Minister of Education discusses the uses to be made of data from the provincial student assessment program. She indicated that the results were to be used for system-wide comparisons not for measuring individual students against one another.

*443. Elliott, H.A. SACU in Admission, Placement and Guidance. Paper prepared for Fourth Annual General Assembly, Service for Admission to College and University, Ottawa, April 21-23, 1971. 19p.

Outlines the development of the SACU tests of aptitude in language and mathematics. Discussion of the predictive validity of the tests is included, along with an outline of plans for further research. Some suggestions are included for an expansion of the SACU program.

*444. Evans, Iris, and Larry Ferguson. ASTA Favourable to New Policy. The Trustee, v53, n2, p24 Summer 1983.

The reaction of the Alberta School Trustees' Association to the newly announced Alberta student evaluation policy is presented.

*445. Exams: Some Do, Some Don't, Some Won't. Canadian School Executive, v2, n9, p5-6 March 1983.

This article presents a cross Canada survey of provincial policies and practices regarding province-wide testing.

*446. Ferguson, Larry W. Old Wine in New Bottles. The Trustee, v53, n2, p29-30 Summer 1983.

The Alberta student evaluation policy is placed in historical perspective.

*447. Focus on Accreditation. Saskatchewan Bulletin, v50, n10, p7 February 3, 1984.

A cross Canada review of student evaluation policies is presented. The Saskatchewan policies are discussed in more detail.

*448. Fontaine, Barry E., and Lionel Bruneau (co-chairmen). Task Force on Provincial Testing and Evaluation. Report. Fredericton: New Brunswick Department of Education, 1976. 76p.

The terms of reference of the task force were: (1) to study the question of accountability as it relates to provincial responsibility for education and to make recommendations on the means to achieve it through provincial evaluation programs; (2) to make recommendations on informal needs that could be met through a provincial testing program; (3) to make recommendations regarding a Provincial Advisory Committee on Education. One of the major recommendations of the Task Force was that the province initiate an annual criterion-referenced provincial testing program for Grades 5, 8 and 11 based on consensually arrived at objectives with priority on first language and mathematics.

449. Gommeringer, B., P. McFetridge, and E. Plattor. Ways and Means (Feasibility): Evaluation of Listening, Speaking and Viewing Skills. Edmonton: Alberta Education (MACOSA), staff study, unpublished, July 1977. 71p.

This study outlined to the Minister's Advisory Committee on Student Achievement ways, means and costs of conducting a province-wide assessment of listening and speaking skills.

*450. Government Exams Halt Sought Pending Study. BCTF News, v22, n11, p1+ May 20, 1983.

The British Columbia Teachers' Federation requests that the Minister of Education postpone administration of provincial examinations scheduled for June 1983. A brief presented to the Minister argues that the proposed battery of elementary and secondary achievement tests represents a radical departure from more than a decade of student evaluation policy and procedure. The brief also calls for a commission of inquiry into student evaluation and secondary school graduation requirements.

*451. Gray, Maeve. Exams - Do We Need Them? The Manitoba Teacher, v63, n4, p22-23 June 1985.

The author explains that provincial examinations are not the only method of standardizing high school learning results. Even long-established government controlled evaluation systems sometimes fail to carry out their objectives. The case of the student evaluation system in Ireland is used as an example. It is suggested that final exams and acceptable standards could be arrived at through consultation among representatives from the Manitoba Teachers' Society special area groups, universities, community colleges and department of education curriculum consultants. Exam supervision and marking could continue to be carried out by classroom teachers, keeping flexibility and control within the individual schools.

*452. Groves, Cy. Comprehensives: A Cautionary Tale. ATA Magazine, v62, n3, p4-9 March 1982.

The inequity of comprehensive or province-wide testing is discussed. The author argues that the reintroduction of such a system is a step backwards for education. Teachers are in the best position to evaluate students. If they are not equipped to do this, the remedy lies in improved selection, training and evaluation of teachers.

*453. Guide to the Nova Scotia Achievement Tests Level 9. Halifax: Nova Scotia Department of Education, 1984. 18p.

The tests are described and ways in which students, teachers and school districts may use the results are outlined.

*454. Guide to the Nova Scotia Achievement Tests Level 12. Halifax: Nova Scotia Department of Education, 1984. 19p.

The tests are described and ways in which students, teachers and school districts may use the results are outlined.

*455. Hatfield, Randy, and Karin Porat. Achievement Results Sent to Boards: How Do Students Measure Up? ATA News, v17, n7, p[1]+ December 6, 1982.

Generally favorable reviews greeted the release of the results of four achievement tests administered earlier in the year as part of the achievement testing program of Alberta Education's Student Evaluation Branch. The program, in effect for two years, was launched in response to perceived public pressure for provincial involvement in setting academic standards and monitoring levels of student achievement.

*456. Heck, Gerald A. In Quest of Improved Standards. The Trustee, v53, n2, p19-21 Summer 1983.

The author reiterates some of the issues surrounding the student evaluation debate. He contends that, though external testing can be beneficial to both students and the school system, it is not the only measure necessary to restore public confidence in the schools. Public expectations of what education does and should deliver must be clarified, greater responsibility must be available to and exercised by local school boards and the essential role of the teacher in the process must be recognized.

*457. Heinrich, Hon. Jack. Why Provincial Examinations? The Ministry of Education's View. B.C. Teacher, v63, n2, p59-60 November-December 1983.

The Minister of Education gives his government's rationale for requiring all Grade 12 students to write government exams in the academic subjects. The three basic reasons for the return of provincial exams are to ensure consistent provincial standards for graduating students, to guarantee equitable treatment for all students in the university admissions process and to reassure the public about the quality of education in the province.

*458. Holmes, Mark. Intermediate (Gr. 8) Evaluation Project -- Ontario Institute for Studies in Education (Summary). Reporting Classroom Research, v7, n2, p1-2 March-April 1978.

This article discusses the results of a grade 8 achievement testing program conducted in schools throughout Ontario.

*459. Holmes, Mark. Testing in Canada -- Whose Responsibility? School Guidance Worker, v32, n4, p5-10 1977.

Argues that provinces have the ultimate responsibility in ensuring that appropriate testing is carried out. Suggests that it was a mistake to eliminate most external testing.

*460. Hutchison, Tom. Reflections of an Examiner -- And Advice to Teachers Facing Government Exams. B.C. Teacher, v63, n2, p65-67 November-December 1983.

The author, a teacher and former examiner, discusses the effects of the provincial examination system in the 1950's and 1960's on the teaching and learning conditions in the high schools at that time.

*461. Killough, E.A. Not Again! A Superintendent's View. B.C. Teacher, v63, n2, p55-58 November-December 1983.

The former director of examinations for the province condemns the ministry's decision to reimpose government examinations. He reviews the history of provincial examinations in B.C. and reasons for their eventual abolition. He argues that a return to such exams will not meet the government's objectives of ensuring consistent provincial standards of achievement in academic subjects, equitable treatment for all students applying to universities and a response to public concerns for improved standards of education. He presents reasons why the disadvantages of the provincial examination system will significantly outweigh any short-term educational advantages that might result from the reinstitution of provincial exams in secondary school systems.

*462. King, Hon. David. Maintaining Excellence in Educational Standards. Canadian School Executive, v3, n5, p27 November 1983.

The Alberta Minister of Education discusses the new student evaluation policy which includes province-wide external testing in Grade 12, rotational comprehensive achievement tests in grades 3, 6 and 9 and the development of a diagnostic testing service for grades 1-6.

*463. King, Hon. David. Minister Announces New Student Evaluation Policy. The Trustee, v53, n2, p3 Summer 1983.

On May 31, 1983, a new student evaluation policy for Alberta high schools was announced. A return to compulsory provincial examinations was one of the major changes. This article is the text of the announcement.

*464. King Says Comprehensives Will Be Used. ATA News, v17, n6, p[1] November 22, 1982.

The Alberta Teachers' Association announcement that it will actively oppose proposed comprehensive examinations draws an angry response from the government which vows to bring in the exams despite opposition from teacher and other educational groups. The teachers' association is denounced for taking a stand which will only hurt students.

*465. Kolmes, Jo-Ann. Second Debut for Provincial Exams. Canadian School Executive, v2, n9, p2-6 March 1983.

Provincial exams are making a comeback in Alberta and British Columbia. The author reviews the events which led to the decision to reinstate the exams and documents the reaction of teachers' associations and school trustee organizations to the decision.

*466. Kruger, Judy. Evaluation -- A Joint Venture. Manitoba Teacher, v61, n7, p7 March 1983.

In response to a request from the Minister of Education, the Manitoba Joint Committee on Evaluation made various recommendations with regard to the operation of the provincial student assessment program. The Committee continues to debate the issue of public release of results of individual schools and divisions and is viewing with concern the trend in other parts of Canada toward reestablishing departmental examinations. Some correlation has been noted between pressure to use departmental examinations and financial restraints on education.

*467. Kuehn, Larry. 1983 Provincial Examinations. Action Update, v1, n25 May 20, 1983.

BCTF policy and action in regard to re-establishment of a provincial testing program are outlined. Advice is provided to teachers on monitoring the process.

*468. MacKinnon, Jack. ...An OGRe for the Slaying: Teachers Must Fight Back! NBTA News, v27, n14, p10-13. June 1985.

The Executive Director of the New Brunswick Teachers' Association denounces the proposals contained in discussion papers commissioned by the Office of Government Reform - among them a proposal to introduce compulsory provincial examinations in core subjects which would count up to 50% in determining graduation results.

*469. Manzer, Turney C. Nova Scotia Achievement Testing. School Guidance Worker, v34, n4, p12-13 March/April 1979.

After provincial examinations were abolished in 1971, school personnel were in need of a means of determining to what degree educational goals and objectives were being realized by the students. To this end, Grade 12 achievement tests were prepared by the Department of Education in co-operation with Educational Testing Services in Princeton. These tests were not based on a specific curriculum but rather were designed to permit students to demonstrate possession and utilization of knowledge in five major fields of knowledge. The province and local school systems could then look at these results in light of established objectives and priorities and make adjustments and changes in curriculum necessary to meet objectives.

*470. Martin, R. Glenn. A New Era in Alberta School Testing. The Trustee, v53, n2, p6-9 Summer 1983.

The author believes that the province-wide tests of the 1980's will bear little resemblance to those of 15 years ago. Various strategies for better interaction between curriculum development and student evaluation are suggested. Only if some of these strategies are implemented will the province-wide testing system have the continued support of all interest groups involved.

*471. Martin, Ray. Comprehensives: A Large Step in the Wrong Direction. The Trustee, v53, n2, p25-27 Summer 1983.

The move toward comprehensive examinations is denounced as a political rather than an educational one. The author feels that students on the whole are better educated than they were in the past and that the need for a return to basics is greatly exaggerated. The negative effects of comprehensive testing are pointed out.

*472. May, Edwin. First-Class Matric: A Student's View From Another Time and Place. B.C. Teacher, v63, n2, p71-72 November-December 1983.

An autobiographical account by a student in South Africa points out the tragic effects external exams can have on students.

*473. Mowat, G.L. Public Reaction to Recommendations of the Ministry's Advisory Committee on Student Achievement. Edmonton: Alberta Education Planning and Research Branch, March 1980. 59p.

Dr. Mowat received and analysed briefs submitted in response to the recommendations of the Minister's Advisory Committee on Student Achievement (1976-79). He also carried out a survey of public opinion, using the random sampling approach. Among the findings which are tabulated and summarized in this report is an indication that the Alberta public would support a province-wide testing program which would establish norms and monitor trends in achievement.

*474. Muir, Pearl. The Days of Liberalization Are Over. The Trustee, v53, n2, p4-5 Summer 1983.

With mandatory province-wide testing about to be announced in the legislature, the author reviews some of the events of the past few years which have led to the rising perception of mediocrity in educational standards and the public outcry against it.

*475. Mussio, Jerry. The British Columbia Assessment Program: An Overview. Canadian Journal of Education, v5, n4, p22-40 1980.

This article examines the organization and impact of the British Columbia Assessment Program. A series of historical events which have influenced the development of the program are discussed. The paper reviews specific follow-up actions to the assessment program at both the provincial and school district level. Difficulties encountered in the design and implementation of assessment programs are examined.

*476. Next Comes the Marking. ATA News, v18, n9, p3 January 30, 1984.

The marking procedures devised to ensure fair grades on essay portions of the Provincial High School Diploma Exams are described.

477. Nova Scotia Department of Education. Nova Scotia Standards Project, Technical Report, Grade 5, 1976. Halifax: Department of Education, 1976.

*478. Nova Scotia Standards Project, Grade 3, 1983: A Teacher's Guide. Halifax: Nova Scotia Department of Education, 1983. 15+p.

This booklet explains how teachers may use results from the 1983 Standards Project to interpret performance of pupils who are in Grade 3 in the current school year (1983-84).

*479. Nova Scotia Teachers Union. Brief to the Royal Commission on Post-Secondary Education. Halifax: Nova Scotia Teachers Union, 1983. 30p.

The first section of this brief discusses province-wide testing and university entrace exams in Nova Scotia.

*480. NSTU Position Paper on "The Return of Provincial Exams" or "The Case Against Provincial Exams". Halifax: Nova Scotia Teachers Union, Sept. 1984. 18p.

This document discusses the potential impact of provincial examinations on the school, the curriculum, teaching, and students. It is concluded that a return to provincial examinations would narrow the range of experiences available to many students and could lead to higher numbers of dropouts.

*481. Nyberg, Verner R., and Brigitte Lee. Evaluating Academic Achievement in the Last Three Years of Secondary School in Canada. Toronto, Ontario: Canadian Education Association, 1978. 60p.

This study was designed to provide a comprehensive overview of the standards being attained by Canadian high school graduates. Departments of education were requested to provide information concerning departmental examination practices from 1960 on. A questionnaire was sent to a cross-section of chief education officers of Canadian school systems requesting answers to the following questions: (1) What methods are currently used in schools to determine the achievement of students during the final three years of high school? (2)

What procedures are employed for making curriculum decisions? (3) What changes in standards of achievement have occurred during the past 10 years and the past 20 years? (4) Is there a feeling of satisfaction or dissatisfaction with grading practices in senior grades. While these two inquiries were being conducted, the researchers reviewed current research literature on achievement standards at all grade levels.

*482. Ontario. Ministry of Education. Secondary Education Review Project. Toronto: Ontario Ministry of Education, c.1981. 19p.

Various ways of measuring standards of student achievment, including province-wide testing and the use of the Ontario Assessment Instrument Pool are discussed.

*483. OSSTF Task Force on Evaluation. OSSTF Forum, v3, n3, p117-118 May 1977.

In light of announcements made by the Ministry of Education favouring province-wide testing and evaluation, the OSSTF Provincial Task Force on Evaluation visited some major U.S. centres where standardized testing procedures were being used. This article presents the concerns obtained either in conversations with educators or from literature on the subject.

*484. Parsons, Jim. The Effects of Centralized Government Testing on Teaching and Learning in Alberta Social Studies. One World, v22, n2, p40-46 Winter 1983-84.

The author warns that the current move to provincial testing spells the end of creative and unique teacher-created programs in social studies. Teachers will be discouraged from trying out alternative programs for fear of not covering the knowledge that the tests will cover. The scope of social studies knowledge will be reduced from inquiry to facts and the delivery system will be confined to lecture, recitation and short-answer questions.

*485. Pitman, Walter. Role Relationships: School, College, University. OCLEA, n11, p3-8 September 1977.

The author, in addressing a conference co-sponsored by OCLEA and OISE, discusses the possible consequences for secondary school students of conclusions that might be drawn from the Interface Study. The author places his ideas within the context of past experiences in education and predictions about the future of society. He concludes that there may be a greater emphasis on formal writing technique, a narrower interpretation of academic achievement and a growing focus on tests, with potentially detrimental effects on the educational opportunities of children from lower income families and other disadvantaged groups. The author includes a review of his own past experiences with provincial examinations and points out that they often had undesirable effects on teachers and students.

*486. Provincial exams are back. ATA News, v15, n6, p1 November 17, 1980.

A new system of evaluation which includes diagnostic tests, achievement tests and comprehensive examinations at various levels is explained.

*487. Provincial Test Program May be First in Series. Saskatchewan Bulletin, v52, n2, p3 September 20, 1985.

A 10 per cent sample of Grades 4, 7 and 10 students will be tested in the fall of 1985, using the Canadian Test of Basic Skills and the Sequential Test of Educational Progress. Similar testing was conducted in 1978 and 1958. In announcing the program the Department of Education indicated its general intention of conducting similar province-wide testing programs every three to five years.

*488. Provincial Testing Program Examined. Manitoba Teacher, v60, n8, p4-5 April 1982.

Results of a survey of teachers regarding their involvement in and opinion of the provincial testing program are discussed. The resulting report recommends that the M.T.S. continue to monitor closely and periodically review the purposes and operation of the program and encourages increased communication between all groups involved with the administration and use of the tests.

489. Report: Royal Commission on the Economic Union and Development Prospects for Canada. (MacDonald, Chairman). Volume Two. Ottawa: Supply and Services, Canada, 1985. Pages 738-740.

The Commissioners, in discussing primary and secondary education, report that "we are convinced, in view of general public concern about educational standards and quality, that there is a need for a national body to develop achievement-testing procedures and to monitor standards of achievement across Canada." They suggest that provincial and federal governments provide an endowment fund to ensure that such a body would have a suitable degree of independence.

*490. Royer, Fernand. Truth About the MEQ Examinations. Meqnews, n22, p7-9 December 1977.

The aim of this article is to "demystify" the MEQ examinations in the elementary and secondary sectors by describing as fully as possible their preparation, correction, adjustment and the preparation of results and statistical reports.

*491. Saskatchewan Teachers' Federation. Report on Accreditation Policy and Practice. Saskatoon: the Federation, June 1984. 16p.

In Saskatchewan, Department of Education policy extends to accredited teachers the privilege and responsibility of determining the final mark or standing of students in specified Grade 12 subjects. Requirements for accreditation include a professional certificate, two years' successful teaching experience, attendance at a Professional Exchange Seminar of at least 50 hours, a university major or equivalent in the accredited subject, and approval from the principal, school board, district superintendent and regional superintendent. This survey sought to obtain information on the extent to which teachers and others were satisfied with the accreditation system. While general satisfaction with the system was expressed, a number of recommendations for improvement were made. Concern was expressed that otherwise qualified teachers who wished to practise accreditation were sometimes denied this right by school boards or administrators.

492. Sawatzky, Donald D., et al. A Rationale and Proposals for Standardized Testing in Alberta Schools. Edmonton: University of Alberta, staff study, and Alberta Department of Education, 1972.

*493. School Achievement Tests Compulsory in Some Grades. Education Today, v9, n3, p[1] February 1983.

Classroom achievement tests in core subjects will become compulsory for grades 3, 4, 7, 10 and 12 in British Columbia as of Spring 1984. Previously used on a voluntary basis, teachers will now be required to use the results in determining the year-end marks.

*494. School System Review Commission. Expectations and Excellence ... Meeting the Needs. Charlottetown: the Commission, 1985. 377p.

Among the recommendations of this Commission established to examine the education delivery system in Prince Edward Island is the suggestion that serious consideration be given to the implementation of provincial examinations in selected areas of study. All discussions regarding student evaluation procedures should include representatives of the P.E.I. Teachers' Federation and the five School Administrative Units.

*495. Shepherd, Ronald M.H. Testing and University Admission: Proposals. School Guidance Worker, v34, n4, p14-17 March/April 1979.

The author quotes from a study conducted by a special committee on admissions criteria in the Faculty of Arts and Science at the University of Toronto. The report recommends that external examinations in Grade 13 English and Mathematics be established. The main purpose of the exams would be to enable the universities to make fair decisions concerning which students should be admitted to university, and in particular, to limited enrolment programs.

*496. Student Assessment Directions. Evaluation New Brunswick, p1-4, January 1984.

In this article the Department of Education suggests that testing procedures across the province are inadequate and inconsistent. It proposes to remedy this situation by taking initiatives in five areas: (1) establishment of provincial policy, district guidelines and an appeal procedure; (2) establishment of a central registry of marks; (3) incorporation of an evaluation component in new and revised curricula; (4) establishment of a common high school diploma; (5) institution of compulsory examinations in Grade 11 Mathematics and Grade 12 English.

*497. Sullivan, Keith. Has the Pendulum Swung on Provincials? Canadian School Executive, v2, n9, p10 March 1983.

A discussion of the state of province-wide testing in Canada from a Maritime viewpoint.

*498. Sweezey, William. Didja Do Well on the Test? NBTA News, v27, n7, p9-10 January 14, 1985.

The negative effects of provincial examinations on teaching and on children are discussed.

499. Taerum, Terry, Jill Andersson, and Leona Giesbrecht. B.C. Norms Project: Phase II - Fall (1980) Norms. Vancouver: Educational Research Institute of B.C., 1981. 27p.

*500. Tests to Reign Supreme. NBTA News, v28, n10, p5 March 11, 1985.

The New Brunswick Teachers' Association explains its opposition to the proposals contained in the Office of Government Reform's report on student evaluation. One of the proposals concerns implementation of a provincial system of high school graduation exams in core subjects.

*501. Tetlow, Brian. I'm All For Government Exams: A Mathematics Teacher's View. B.C. Teacher, v63, n2, p75-76 November-December 1983.

The author feels that the provincial exams will require the teacher to teach to the set curriculum and that, on the whole, students will benefit from the return to these exams. Considering that some countries require students leaving high school to write exams which determine 100 per cent of the mark, the 50 per cent weighting is not unfair. Students will benefit from having to meet the greater challenge of preparing for and writing the exams, from being exposed to all aspects of the curriculum, and from having to develop their skills in long-term retention of knowledge.

*502 Tomlinson, Diana. A Step in the Wrong Direction. Canadian School Executive, v2, n9, p9 March 1983.

The author feels that the return of comprehensive compulsory exams is a placebo for the public and that exams by themselves will not result in higher levels of basic skills in graduating seniors.

503. Townsend, Ellinor. MACOSA: Education's Report Card. ASTA Leader, v7, n6, p2 October 1979.

*504. Traub, Ross E., and H. Howard Russell. Provincial Exams. Standards of Achievement and the Mythology of Provincial Examinations. OTF Interaction, v11, n2, p1 December 1984.

The authors provide numerous reasons why concerns about variation in the standards inherent in teacher marks will not be overcome by provincial examinations.

*505. Trentham, Graham. Comprehensive Exams: Potential Problems. ATA News, v16, n9, p5 January 25, 1982.

A list of potential effects of the proposed comprehensive examination system on students, programs and teachers is presented.

*506. Wadelius, Vaughn. Student Testing in Perspective. Manitoba Teacher, v58, n2, p6-7 October 1979.

A history of the use of provincial exams and standardized assessment procedures in Manitoba from 1959 to 1979 is presented. The current provincial assessment procedures and objectives as recommended by a nine member joint committee on evaluation are explained.

*507. Wood, Berenice. Put to the Test: An English Teacher's View. B.C. Teacher, v63, n2, p73-74 November-December 1983 and Update, v25, n3, p8-9 December-January 1983-84.

A final examination mark that counts for 50 per cent of a student's grade in a course discriminates unfairly against the conscientious but marginal student who works hard all year and completes all assignments but whose anxiety over possible failure results in poor performance on the final exam. Other disadvantages of provincial exams are also discussed. The author feels that, in the final analysis, provincial examinations represent a lack of faith in the professional judgement of the classroom teacher.

*508. Zlotnik, Mike. The Politics of Provincial Exams: A Staff Officer's View. B.C. Teacher, v63, n2, p83-84 November-December 1983.

The author questions the authority of the government to implement a policy of provincial testing. He argues that no government has the moral authority to order teachers to carry out practices that may harm children. It follows then that teachers have a professional responsiblity to resist these examinations. He advocates several measures aimed at reaching a morally justifiable consensus in the province on the testing issue. In the meantime, teachers must demonstrate integrity and shrewdness in dealing with differences of opinion on this issue, even within the profession.

*509. Alberta Education. Report of the Task Force on the Evaluation of Standardized Achievement Tests for Alberta Schools. Edmonton: Alberta Education, Spring 1977. 139p. (Research Bulletin 77-5)

This report evaluates commercial standardized tests used most frequently in science, mathematics and language arts in Alberta elementary and junior high schools.

*510. The Alberta Teachers' Association. Using Standardized Achievement Tests: A Manual for Teachers. Edmonton: The Alberta Teachers' Association, staff study, February 1980. 22p. (Improvement of Instruction No. 12.)

Standardized achievement tests -- their effect on students and the usefulness of such tests as instruments for diagnostic and guidance purposes are discussed. Chapters on kinds and characteristics of standardized achievement tests, purposes and limitations, selection and use, and alternatives, as well as appendices on procedures for selecting and administering, relative qualities, and sources of assistance are included.

*511. Borley, Brien. Value of IQ Tests Questioned. Saskatchewan Bulletin, v46, n12, p5 February 1980.

The author feels that intelligence tests can be dangerous in that they may act as self-fulfilling prophecies. Efforts should be concentrated instead into making teaching practices more adaptable to variations in learning levels.

*512. Boyd, Linda, and Hugh Taylor. Standardized Tests: Take a Critical Look at Their Items. Prime Areas, v22, n3, p46-47 Spring 1980.

Before any standardized test is administered, a teacher should ensure that the skills being tested correspond to the ones the teacher wants to examine, that text titles are not misleading and that test items are compatible with the author's stated objective. As an illustration, the authors discuss the use of the Canadian Tests of Basic Skills, Level 7, Form 3M.

*513. Butler, Sydney. How Not to Test for Skills. B.C. Teacher, v60, n3, p97-98+ January-February 1981.

The author condemns the Canadian Tests of Basic Skills (CTBS) as un-Canadian, culturally biased, and poorly constructed. He questions the dependability and validity of any scores derived from them. He urges teachers to resist the tendency to allow commercial testing programs to dominate teaching and learning.

*514. Chodzinski, Raymond T. Validity Concerns for Counsellors Using the 1978 Edition of the Career Maturity Inventory. Canadian Counsellor, v18, n1, p5-12 October 1983.

Validity of the Career Maturity Inventory (CMI) was investigated using 279 grade ten and 256 grade twelve students. Factor analysis of the ten subtests of the CMI and the regression of the CMI variables on intelligence scores, sex, and grade indicated partial support of the theoretical postulations. Two principal factors emerged, but the CMI Competence and Attitude subtests did not load distinctly on the separate factors. As expected, intelligence, grade, and sex were found to be significant predictors of the CMI variables. However, evidence for discriminant validity was unsatisfactory and inconsistent with the theoretical framework of CMI. Implications for theory and practice are discussed.

*515. Connelly, F. Michael, and others. Assessing the Compatibility of Curriculum Policy and School Program With External Testing. Crucible, v9, n6, p4-10 September 1978, and The York University Biology Achievement Test: Teacher Opinion on the Influence of External Testing on School Curriculum. Crucible, v10, n1, p24-28 October 1978.

These articles are derived from a study contracted by the Ontario Ministry of Education to a team of researchers at the Ontario Institute for Studies in Education. The object of the study was to assess the York University Biology Achievement Test. The first article describes the extent to which the content and cognitive level of the Test items are compatible with Education Ministry's curriculum policy, with schools' programs, and with selected textbooks in grade 13 Biology. The second article focuses particularly on teachers' opinions about the influence of the test on their schools' grade 13 Biology program.

*516. Connolly, James A. A Response From the Publisher (to Criticism of Canadian Tests of Basic Skills). B.C. Teacher, v60, n5, p182-184 May-June 1981.

In response to a previous article criticizing the Canadian Tests of Basic Skills, the publisher of the tests discusses the various concerns which were expressed -- including cultural bias, format, validity, reliability, etc. He maintains that the majority of concerns expressed relate to the possible misuse and misinterpretation of such tests, not to the quality of the tests themselves.

517. Din, Mohsina Gulraiz. The Longitudinal Predictive Validity of Selected Standardized Tests and Teacher Rating. Regina: University of Regina thesis, unpublished, August 1977. 14p.

518. Fisher, Donald, and Charles Ungerleider. The History and Politics of Standardized Testing. Working Teacher, v1, n3, p28-31 Winter 1978.

*519. Guerette, Jean-Louis, and Gilles G. Nadeau. Revised Guidance Testing Program in Five New Brunswick School Districts: Justification for a Three-Year Study. School Guidance Worker, v34, n4, p19-24 March-April 1979.

An interim report of a three year study to provide data on the validity, reliability, and norms of the General Aptitude Test Battery and the Canadian Occupational Interest Inventory and the feasibility of incorporating them into the vocational guidance testing program in New Brunswick is presented.

*520. Harvey, Dick. Standardized Testing: A Prejudiced View. School Guidance Worker, v35, n4, p12-17 March/April 1980.

Standardized testing is here to stay. Critics are serving a useful purpose in that they force users to examine benefits and drawbacks. This process has an inevitable spinoff effect since almost every user of standardized tests is involved in a classroom situation where informal testing is ongoing.

*521. Holmes, B.J. Individually-Administered Intelligence Tests: An Application of Anchor Test Norming and Equating Procedures in British Columbia. Vancouver: University of British Columbia, Ed.D. thesis, unpublished.

The author assessed the applicability of currently used American and British norms for five commonly used individually administered intelligence tests. Using a representative provincial sample of students in British Columbia, statistical tests revealed that children at three different age levels scored significantly higher and with less variability compared to the original standardization samples. Thus new norms tables for use in British Columbia were prepared for the tests involved.

*522. Holmes, Mark. Innocence and the Counsellor -- Guidance and the Evaluation of Students. School Guidance Worker, v31, n4, p4-8 March 1976.

The author defends I.Q. tests as being beneficial to students from low income homes against detractors who insist the tests are hopelessly biased by social class and hence, are useless.

*523. Janzen, Henry L. The Stanford-Binet: Let's Take Another Look. Alberta Counsellor, v9, n1, p66-71 Fall 1980.

The author discusses the advantages of the Stanford-Binet I.Q. test over other I.Q. measures and encourages counsellors and school psychologists to become familiar with its nature and range of uses.

*524. Kerr, Lorne J. Interest and Aptitude Tests -- Are They Significant? School Guidance Worker, v31, n4, p33-36 March 1976.

This article describes a performance test designed by the author that measures the students' ability in the completion of a mechanical test and seriously questions the validity of written interest and aptitude tests.

*525. Lazerson, Marvin. The Standardized Testing Scandal. Working Teacher, v3, n1, p24-26.

This article discusses ways in which standardized tests discriminate against minority children.

*526. Levin, Benjamin. Teachers and Standardized Achievement Tests. Canadian School Executive, v2, n9, p11 March 1983.

Standardized testing has become a subject of interest to researchers who are investigating what tests are used, how they are used and how educators feel about testing. This article discusses some of the findings of a recently completed study of testing practices in the elementary schools of the Peel Board of Education in Ontario.

527. Mallett, W.G., and C.K. Kinzer. Relationship Between Junior High Students' Standardized Reading Scores and Cloze Performances in British Columbia Prescribed Science Texts. Vancouver: Educational Research Institute of British Columbia, 1978. 13p. (Report No. 78:12)

*528. McLean, Les. Achievement Testing -- Yes! Achievement Tests -- No. E + M Newsletter, n39, p1-2 Fall 1982.

The author argues for change in the way school achievement is measured. An examination of a conventional reading achievement instrument illustrates some of the pitfalls of standardized multiple choice achievement tests.

529. Principals' Curriculum Committee on Evaluation and Testing. Survey of Opinion Regarding the Standardized Testing Program in Reading. Scarborough, Ont.: Scarborough Board of Education, June 1972. 16p.

Questionnaires dealing with the standardized testing program in reading were sent to principals and a sample of teachers in all Scarborough public schools. Results were generally quite favourable toward some kind of standardized testing program in reading.

530. Rampaul, Winston E., and Bernice Duma. A Critical Review of the Test of Written Language (TOWL). Mart Journal, v2, n5, p14-17 May 1983.

*531. Richert, Ruben. Utility of Standardized Test Needs Examination. Saskatchewan Bulletin, v46, n1, p11 August 31, 1979.

The limitations of standardized tests are examined. The author does not feel that they can be used effectively to improve instruction or program planning. Emphasis should be placed instead on helping teachers to assess themselves and evaluate their impact on the teaching-learning process.

*532. Samuels, William F. The Use of Standardized Tests at an Ontario College. School Guidance Worker, v36, n4, p30-35 March-April 1981.

The use of standardized tests as an integral part of counselling services at a community college is described.

533. Selection and Use of Standardized Tests. Victoria: B.C. Ministry of Education, Science and Technology, 1979. 81p.

*534. Snart, Fern, Steven Dennis, and Anne Brailsford. Concerns Regarding the Wide Range Achievement Test (WRAT). Canadian Psychological Review, v24, n2, p99-103 April 1983, and TASA, v12, n2, p34-39 1983.

The Wide Range Achievement Test (WRAT) continues to be utilized in the United States and Canada as an indicator of academic achievement, despite continuing concerns from experts regarding its validity and reliability, and the compounding problem for Canadian users involving a lack of Canadian norms. The present discussion emphasizes the magnitude of the perceived inadequacies of the WRAT, particularly with Canadian children, and offers suggestions of alternate achievement tests which Canadian users should find more appropriate and valid for their purposes.

535. Tremblay, Michael. The Irrelevance of Standardized Admission Tests for Canadian Institutions of Higher Education. Hamilton, Ontario: McMaster University, staff study, unpublished, September 1978. 11p.

The paper examines the issues connected with standardized testing, relating them to the problem of intelligence measuring, and in this context examines the use of various American standardized tests - GRE, GMAT, LSAT, to show that these tests are redundant to normal admission procedures.

*536. Ungerleider, Charles, and Donald Fisher. Standardized Testing Has Little to Recommend It. B.C. Teacher, v61, n4, p134 March-April 1982.

The authors discuss the inadequacies of standardized tests.

*537. UBC Prof. Marvin Lazerson Weighs Tests and Finds Them Wanting. B.C.T.F. News, v19, n11, p1,12 March 13, 1980.

The unfair aspects of standardized tests are discussed.

*538. U of T Looks at U.S. Tests. Reporter, v7, n7, p30 April 1982.

In response to what faculty members feel is a lack of "discernible standards in Ontario high schools", the Faculty of Arts and Science at the University of Toronto is considering a proposal to have students write standardized admission tests as part of their selection procedure.

*539. Wadelius, Vaughn. Who's Afraid of Evaluation? Manitoba Teacher, v57, n1, p3 September 1978.

The author explains the reasons for teachers' objections to the widespread use of standardized tests.

*540. Wahlstrom, Merlin. Standardized Testing in Ontario Intermediate Schools. School Guidance Worker, v31, n4, p43-47 March 1976.

This article reports on methods of school assessment of student achievement in Ontario. It includes a brief description of the tests that are commonly used at the intermediate level and the ways in which they are used.

*541. Wahlstrom, Merlin W., and Raymond R. Danley. Measuring Achievement at the Intermediate Level; An Analytical Review of Test Instruments Used in Evaluating Student Achievement in English, Science, History and Geography. Toronto: Ontario. Ministry of Education, 1979. 388p.

This study examines the items of fifty-four standardized tests which include achievement batteries, specific domain tests and criterion-referenced instruments. Individual test items were examined for the degree of congruence with the objectives in the curriculum guidelines for the intermediate grades (7, 8, 9, and 10) recently developed by the Ministry of Education.

542. Alternative Measurement in Reading Committee. Alternative Techniques for Evaluating Reading in the Classroom. Willowdale, Ont.: North York Board of Education, 1977. 82p.

This is a comprehensive manual of alternative and informal techniques for evaluating reading skills and knowledge that standardized tests may not be able to measure. Techniques are described, samples supplied and information provided on purpose and usefulness, along with a list of references and a bibliography of related materials.

543. Campbell, Ellen, and Pat Tracy. Pre-Reading Assessment Kit. Department of Measurement and Evaluation, Ontario Institute for Studies in Education, staff study. Scarborough, Ontario: CTB Division, McGraw-Hill Ryerson Ltd., 1972.

Tests in four skill areas are accompanied by resource manuals that provide background information and suggestions for teachers.

544. Campbell, Ellen, Patricia Tracy, and Eileen McErlain. Primary Reading Assessment Units. Toronto: Ontario Institute for Studies in Education, staff study, 1973. 16 booklets.

A set of sixteen tests to measure skills of children grades 1-4.

545. Evans, P.J.A. The Evaluation of Writing in Ontario: Grades 8, 12 and 13. Toronto: Ontario Ministry of Education, 1979. 101p. (Review and Evaluation Bulletin, v.1, no.2)

This report explains how a school or a system can undertake evaluation of student writing performance and provides valid and reliable information to teachers and the public about the state of writing at various grade levels in the school or system.

546. Evans, Peter, P. Brown, and M. Marsh. Criteria for the Evaluation of Student Writing, Grades 7 and 8: A Handbook. Toronto: Ontario Institute for Studies in Education, November 1976. 39p.

The criteria in this handbook were designed principally for the use of teachers and students directly involved in the current OISE Senior Elementary Writing Evaluation Project for application to the specific modes of writing called for in the formal writing assignment schedule. However, teachers of English in general may find these elaborations useful in a number of ways, such as explaining what 'good writing' is and what specific characteristics of writing are called for in specific types or modes of writing appropriate to these grades.

547. Horn, Dorothy M. Mathematics Evaluation Materials Package. Toronto: Ontario Institute for Studies in Education, Department of Measurement and Evaluation, staff study. 1972.

This package comprises a set of objectives and companion test items for Grades 4 to 6. Three component booklets are entitled: Experiences with Sets and Numbers, 105p.; Addition and Subtraction, 78p.; and Multiplication and Division, 90p.

*548. North, Joe . Guidelines for a System-Wide Testing Program Handbook. School Guidance Worker, v35, n4, p39-42 March/April 1980.

A good testing program handbook is a must for any school system if it expects its testing to be carried out by numerous people in different schools, in a uniform, systematic, and efficient manner. Not only does such a publication add structure, but also it demonstrates a professional approach toward educational testing.

*549. Nyberg, Verner R., and S.C.T. Clarke. School Subjects Attitude Scales, Administrator's Manual: A Manual for Administration, Scoring and Interpretation. Edmonton: Alberta Education, Planning Services, July 1983. viii, 148p.

The School Subjects Attitude Scales (SSAS), which measure attitudes towards school subjects, are intended for use in grade five to grade twelve. These instruments were developed in response to a perceived need connected primarily with changes in curricula. While achievement levels are usually checked when teaching methods or curricula are revised, student attitudes typically are not measured, largely because appropriate instruments have not been available. Construction of the norms set forth in this manual represents the final phase in the development of the School Subjects Attitude Scales. Construction of the scales was based on responses by grade 5, grade 8, and to a lesser extent, grade 11 students in Alberta. The norms, based as they are on representative samples of Alberta classes, are applicable to other groups only to the extent that their educational background resembles that of Alberta students. Norms for subjects in eight grades are presented in this manual.

550. OISE Trent Valley Centre and Peterborough County Board of Education. Continuum of Basic Computational Skills: Addition, Subtraction, Multiplication, Division, Fractions, Integers, Decimal Fractions, Exponents. Peterborough, Ont.: Peterborough County Board of Education, 1975. 293p.

> Outlines a sequence of skills and concepts in eight areas broken down into student performance objectives with a companion pool of test items.

551. OISE Trent Valley Centre and Peterborough County Board of Education. Placement Tests for Continuum of Basic Computational Skills: Grades 3-4, 5-6, 7-8. Peterborough, Ont.: Peterborough County Board of Education, 1975. n.p.

> This handbook deals with the use of placement tests to accompany the Continuum of Basic Skills.

552. Ottawa Board of Education, Research Centre. Geography Tests: Facts and Concepts, Skills. Ottawa, Ontario: Ottawa Board of Education, staff study, Research Report 72-13.

> This manual contains information for users of this Canadian-developed criterion-referenced test.

553. Québec. Ministère de l'éducation. Direction générale du développement pédagogique. Administrative Manual for the Certification of Secondary School Studies. Québec: Gouvernement du Québec, Ministère de l'éducation, 1984. v.p.

> This administrative manual attempts to present a comprehensive, practical compilation of the various regulations governing the certification of secondary school studies in Quebec. In addition to regulations, it provides information on procedures for administering examinations, equivalencies for studies done at the secondary level, and the moderation of marks and conversion of results obtained on ministerial examinations. This document is designed to be updated by periodic amending sheets to be inserted in the binder.

554. Ross, John A. Measuring the Skills of Science (A Manual for Teachers). Peterborough: Ontario Institute for Studies in Education, Trent Valley Center and Peterborough County Board of Education, June 1979. 70p.

> This manual is intended to 1. describe the important skills of the elementary science program; 2. outline the sequence of

student development within each skill; and 3. provide a set of easily scored diagnostic test items to help teachers estimate student progress in science at the junior division.

555. Ross, John A., and Florence J. Maynes. Assessment of Science Inquiry Skills. Toronto: Ontario Institute for Studies in Education, June 1981. 101p.

This report includes theoretical framework, test instruments and lesson plans developed in this project for the junior and intermediate divisions.

*556. Saskatchewan Education. Student Evaluation: a Teacher Handbook for Divisions I, II, III and IV. Regina: Saskatchewan Education, June 1983. 98p.

This book contains information on the following topics: (1) domains of learning; (2) instructional objectives; (3) assessment strategies; (4) teacher-made tests; (5) standardized tests; and (6) procedures for reporting to parents.

557. Swain, Merrill, and H.C. Barik. French Comprehension Test/Primer. Test Manual. Toronto: Ontario Institute for Studies in Education, 1977. 17p.

Test items were developed in consultation with teachers and administrators associated with French immersion programs, and the vocabulary used is congruent with the syllabus for these programs.

558. Taylor, Hugh, Nancy Greer, and Jerry Mussio. Construction and Use of Classroom Tests: A Resource Book for Teachers. Victoria: B.C. Ministry of Education, Learning Assessment Branch, 1978. 52p.

559. Tracy, Patricia. Communication in Writing: A Handbook About Evaluation in Writing Programs at the Junior Level. Toronto: Ontario Institute for Studies in Education, 1975. 99p.

A handbook, based on the integration of specific goals, relevant activities, and evaluation to help teachers develop a constructive writing program.

*560. Tracy, Patricia, and Ellen Campbell. A Look at High School Reading Assessment from a Canadian Viewpoint. Toronto: Ontario Institute for Studies in Education, staff study, 1973. 31p.

This monograph includes background information, suggestions for effective use of tests, evaluations of well-known tests, and a bibliography of further resources.

*561. Amarel, Marianne, and Edward A. Chittenden. Assessing Responses to Instruction. E + M Newsletter, n38 Winter 1981-82.

This paper discusses the process by which classroom teachers monitor the effects of their instruction. The teaching of reading is given as an example.

562. Blowers, T., et al. Survey of High School Assessment Policies and Practices. Edmonton, Alta.: Edmonton Public School Board, staff study, unpublished, 1978. 45p.

A survey of Edmonton Public High School teachers to determine the assessment practices and procedures they use. The information gathered from the survey provided a basis for maintaining some practices and modifying others.

*563. Bunch, Gary Owen. Classroom Evaluation of Exceptional Children. School Guidance Worker, v38, n4, p44-48 March 1983.

This article describes an informal approach to diagnostic teaching which enables a teacher to continually monitor and adapt the normal instructional program to meet the changing needs of individual children.

564. Burnham, Brian. Evaluating and Reporting Student Progress. Aurora, Ont.: York County Board of Education, October 1971. 13p.

Evaluation and reporting practices (methods, frequency, role of standardized tests, teacher in-service orientation to reporting practices) as indicated by 54 Ontario school boards are examined.

*565. Chomik, Harry. What Did You Learn in School Today? The Trustee, v53, n2, p22-24 Summer 1983.

The author discusses the essential elements of a system of evaluation which can be understood by everyone concerned -- teachers, students and parents. Present practices and variations in the reporting of student achievement cause considerable confusion and distrust because goals and objectives are not communicated, methods of interpreting symbols of evaluation are unclear and written comments are obtuse.

566. Crawford, Patricia, and Carole Schroder. School Achievement as Measured by Teacher Ratings and Standardized Achievement Tests. Toronto, Ont.: Toronto Board of Education, Research Department, August 1970. 56p. (Report No. 89)

A discussion of relationships among teachers' ratings of students in grades 3 and 6 and students' standardized achievement test results in grade 3 obtained in the Study of Achievement.

567. Dilling, H.J., B.L. Sprumont, and M.E. Wideman. Purposes and Methods of Student Evaluation as Perceived by Students and Teachers. Toronto, Ont.: Scarborough Board of Education, March 1977. 73p.

A survey of collegiate students and teachers was carried out to determine their perceptions of the importance of certain purposes of evaluation as well as the effectiveness of certain evaluation methods in fulfilling each of the stated purposes.

568. Evans, Frederick G. An Evaluation Technique for Practical Work in Secondary School Science. Vancouver: Educational Research Institute for British Columbia, December 1973. 41p.

A study of the value of the lab performance exam as an alternative or supplement to paper and pencil tests.

569. Evans, Peter J.A. Teacher Response -- Senior Elementary Writing Evaluation Project. 1976-77. Toronto: Ontario Institute for Studies in Education, staff study, unpublished, 1977. 9p.

190 participating teachers were asked to evaluate a senior elementary writing evaluation project. The project was judged successful by teachers who responded. This report includes suggestions by teachers regarding improvements to this program and means of evaluating student writing generally.

*570. Fair, J.W. Teacher Interaction and Observation Practices in the Evaluation of Student Achievement. Toronto: Ontario Ministry of Education, June 1980. 203p.

In-depth interviews and other strategies were employed with a sample of thirty-six elementary school teachers in order to examine the importance and meaning of the role of observation in teachers' assessment of children. Three major implications suggested by the results achieved were: that teachers be better prepared to handle the complexities of the evaluation process through pre-service and in-service training; that school practices be examined and appropriately modified to encourage the development of effective evaluation procedures; and that parents be shown the real nature of the evaluative process.

571. Fillion, Bryant. Evaluation Procedures and Instruments in Three Secondary School English Departments: Final Report of a Small-Scale Project. Toronto: Ontario Institute for Studies in Education, staff study, unpublished, November 1976. 30p.

This paper discusses evaluation procedures in three English departments, examines the implications of these practices, and considers some alternatives.

572. Grapko, M. The Effect of Children's Behavior Preference Scores on Teacher Assessment of Pupils. Toronto: Ontario Ministry of Education, staff study, unpublished, December 1977. 72p.

This study tried to verify the hypothesis that teachers who receive data feedback increase their performance in the amount of concurrence between their ratings of pupils and pupils' self-reported scores.

573. Grapko, M.F. The Effect of Feedback of Children's Behavior Preference Scores on Teacher Assessment of Pupils. Toronto, Ont.: University of Toronto, Faculty of Education, staff study, unpublished, September 1976. 31p.

Sixty teachers (grade 5) were randomly assigned to three groups. The 20 teachers who received mid-year feedback of children's test scores showed a statistically significant improvement in agreement between their assessment of children and the children's self-assessment at the end of the school year. End-of-year feedback provided for the first control group did not show improvement in agreement between teachers' assessment and children's self-reported scores in the next school year.

*574. Grapko, Michael. Study of Influences on Teacher Assessments. (Summary). Reporting Classroom Research, v6, n3, p4-5 September-October 1977.

This article briefly discusses the results of a study designed to establish what effect, if any, comes from providing teachers with information about children's personality test scores.

*575. Kruger, Judy. How To Develop Evaluation Expertise. Manitoba Teacher, v61, n10, p3 June 1983.

Increased activity in the field of student evaluation has not resulted in increased activity in the field of teacher and principal training in successful evaluation procedures. Professional development opportunities are urgently needed to upgrade skills in this field.

*576. Levin, Benjamin. Teachers and Standardized Achievement Tests. (reprint) Canadian School Executive, v2, n9, p11 March 1983.

The author reports on a study on testing practices in elementary schools in the Peel Board of Education (Ontario). The uses made by teachers of standardized test results are discussed.

577. Marx, Ronald W. Teacher Judgments of Students' Achievement and Attitude. Simon Fraser University, 1975. 10p.

This study investigated the processes teachers use to judge the achievement of their students' cognitive and affective objectives.

*578. Mazurek, Kas. The "Dreaded Task" of Marking. Alberta English, v19, n2, p20-23 Fall 1980.

Marking can be less tedious for teachers and less alienating for students if students have a clear idea of standards of work and are given an opportunity to participate in the evaluation process.

*579. McWhinney, Beverley. It's Report Card Time! A Primary Teacher's View. B.C. Teacher, v63, n2, p77-78 November-December 1983.

Evaluating students fairly is especially difficult -- and important -- in the primary grades. The author offers practical suggestions for improving evaluative techniques.

*580. O'Brien, C.K. Irrelevant Standards, Teacher Accountability, and Mastery Learning. Teacher Education, n13, p4-14 October 1978.

Techniques of student evaluation used in the mastery learning process are explained. It is suggested that the use of these techniques could help solve student motivation problems in intermediate students.

581. Osser, H., et al. Teachers' Observational Skills in Student Evaluation. Toronto: Ontario Ministry of Education, staff study, unpublished, December 1979. 135 p.

582. Osser, Harry. et al. Teachers' Observational Skills in Student Evaluations. Toronto: Ontario Ministry of Education, July 1980. 165p.

> One of the basic goals of this research, which was conducted during 1978 and 1979, was to study the nature of teachers' observational skills and the use of these skills in student evaluation, with particular reference to reading, social and environmental studies (S.E.S.) and the affective domain. The major part of the study included selection of improved procedures for formal and informal assessment of students, the generation of two distinct training programs for pre-service and in-service teachers, and the development of case studies to provide examples of the informal assessment of students' knowledge in S.E.S., reading ability, and self-confidence.

583. Pierce, Robert L. Testing and Teaching: A Study of the Relationship Between Pupil Results on the Metropolitan Achievement Test (MAT) and Pupil Results on Teacher-Made Tests. Moncton, N.B.: Universite de Moncton, M.A. Ed. thesis, unpublished, January, 1980. 36p.

> This research tries to clarify the relationship between pupil results on the MAT and on teacher-made tests, and to assess teacher attitudes toward the MAT. Using the Pearson Product Moment Correlation Coefficient on 143 randomly selected MAT and teacher-made test results at the grade 5 level, a moderate to high correlation was found in maths and reading. In addition, 30 teachers surveyed indicated satisfaction with the MAT as an indicator of pupils' strengths and weaknesses, as an effective measure of pupil achievement, and satisfaction in terms of question difficulty, multiple choice format, and level of detail. Particularly favored were such uses of the MAT as helping to make decisions on grouping, planning, program improvement, and content measurement.

584. Pike, Ruth. What Teachers Say About Children and Why: A Catalogue and Some Interpretations of Elementary School Teachers' Comments Concerning High, Typical and Low Achievers. Toronto: Ontario Ministry of Education, February 1981. 80p.

> The study contains quantitative and qualitative analyses of teachers' descriptive statements about primary school-age children. The statements were collected in semi-structured interviews from 36 teachers. Each teacher "told" about a high

achiever, a low achiever and one male and female typical achiever. The selected children were identified by each teacher at the beginning of the interview. The analyses showed form and content differences in descriptions of children varying in academic competence. These differences reflect differing perceptions teachers have of high, typical and low achievers and provide an indication of teachers' theories about the nature of children.

585. Pike, Ruth. Teacher Evaluation Practices: Some Individual Differences. Toronto: Ontario Ministry of Education, June 1981. n.p.

This study identifies different ways in which primary school teachers describe children, their sources of information, their implicit beliefs about children, and their perception of the teacher's role. This study is a secondary qualitative analysis of the raw data, and the primary analysis of data collected for a report on teacher observation and interaction practices. The material is presented as six composite "case studies" which illustrate individual differences in the way teachers collect and process information. The "cases" are analyzed and compared, and the implications for research and teacher training are presented.

*586. Ponder, Art. A Proposal: Measurement Skills Training for All Teachers. School Guidance Worker, v33, n4, p46-49 March/April 1978.

The author notes that teacher education programs offer little or no obligatory preparation in measurement. He outlines a minimum course that should be included in every teacher education program. He also suggests that inservice programs be provided for teachers unable to participate in formal courses.

587. Rampaul, W., and Bernice Duma. Informal and Formal Assessment Techniques, Part I: Informal Techniques. Mart Journal, v3, n3, p12-15 January 1984.

588. Scarborough Board of Education. Survey of Opinion Regarding I.Q. and Mathematics Testing. Toronto, Ont.: Scarborough Board of Education (Research Department) and the Scarborough Principals' Association, March 1974. 19p.

Principals, vice-principals and teachers were surveyed with respect to their opinions on the present I.Q. tests used in Scarborough and the type of standardized mathematics testing they might find helpful.

*589. Spencer, Catherine, and Benjamin Levin. The Testing Practices Study; Testing in Elementary Schools. Missisauga, Ontario: Peel Board of Education, 1983. 18p.

This study was designed to answer two questions: (1) Are the substantial resources devoted to testing in Peel schools being used effectively? (2) How could testing practices be made more effective? The report includes recommendations which are intended to make testing more useful to students, teachers, parents and the system. Four types of tests are discussed -- standardized achievement tests, standardized academic ability tests, diagnostic tests and teacher-made tests. The uses of these tests, test results and attitudes of teachers towards testing are examined.

590. Stennett, Richard G., and Judith Dobie. Student Evaluation Policies and Practices: A Survey of Elementary Principals. London, Ontario: London Board of Education, 1980. 8p. (Research Report 80-04).

This study polled the attitudes of 91% of all London Board elementary school principals toward a variety of issues surrounding student evaluation.

*591. Teacher Beliefs and Evaluation Practices. Reporting Classroom Research, v8, n3, p2-3 September-October 1979.

This article briefly reviews a research project investigating the reliability of teacher and school assessments of student achievement. Factors examined were (1) teachers' personal beliefs about the assessment of student achievement, (2) teacher perception of the degree to which "significant" others hold similar beliefs, (3) teacher perception of support for classroom practices from these "others", (4) teacher reported practices in assessing achievement, and (5) factors influencing the choice of classroom practices.

*592. Volpe, Richard. Conceptualizing Professional Judgements. Teacher Education, n23, p[38]-48 October 1983.

From a more detailed research report, the author here outlines some interesting discoveries regarding the ways in which primary-junior teachers in three elementary schools arrived at judgements of their pupils' performance. He concludes that teachers need to increase their awareness of how to avoid the distorting influences that endanger the validity of such judgements and points to some precautions they can take.

*593. Wahlstrom, M. Assessment of Student Achievement: Evaluation of Student Achievement at the Intermediate Level. Toronto: Ontario Ministry of Education, staff study, unpublished, August 1977. 150p.

A 1974 survey of Ontario schools' policies and procedures in assessing student achievement: ongoing assessment procedures, use of published tests, communicating achievement to parents, and training for assessment.

594. Wahlstrom, Merlin. A Survey of the Assessment of Student Achievement in Ontario. Toronto: Ontario Ministry of Education, September 29, 1975. n.p.

The focus of the study was to determine present assessment procedures within Ontario schools (i.e. to determine how principals and teachers, with their professional education and experience, were coping with the problems of making group and individual assessments.).

*595. Wahlstrom, Merlin W. An Analysis of Teacher Beliefs in Relation to Procedures for Assessing Student Achievement. Toronto: Ontario Ministry of Education, January 1980. 188p.

This study administered questionnaires to 135 teachers and 725 students from grades 7 and 8, to examine the relationship between teachers' reported classroom practice and their personal and normative beliefs pertaining to assessment of achievement, reference groups, and various other factors. Results showed that teachers' personal beliefs accounted for well over two-thirds of the explained variation in teachers' reported practices. There were also indications that teachers' colleagues were the most influential reference group.

*596. Wahlstrom, Merlin W., and Raymond R. Danley. Assessment of Student Achievement. Toronto: Ontario Institute for Studies in Education, 1976. 121p.

The major purpose of this report was to describe the current state-of-the-art as applied by teachers and principals, regarding the policy and procedures for assessment of student achievement in Ontario schools. Accordingly, Ontario teachers and principals were surveyed to determine the nature of current practices. A broad range of assessment procedures and related activities, e.g. recording and reporting student achievement, are documented. No attempt was made to evaluate the quality or suitability of the practices reported.

*597. Wahlstrom, Merlin W., and Raymond Danley. Curriculum Guidelines and Student Assessment (Summary of a presentation made at OERC conference, December 1978). Reporting Classroom Research, v8, n2, p4-5 March-April 1979.

This article summarizes a research project investigating teacher evaluation methods and skills in the primary and junior years.

*598. Wahlstrom, Merlin W., Raymond R. Danley, and Dennis Raphael. Measuring Achievement at the Primary and Junior Levels: An Analytical Review of Test Instruments Used in Evaluating Pupil Achievement and of Communicating Results to Parents. Toronto: Ontario Ministry of Education, August 1977. 476p.

Surveys testing programs in sample Ontario boards and presents a review of test instruments used in evaluating pupil achievement and of communicating results to parents.

*599. Wahlstrom, Merlin W., Raymond Danley and Albert Dukacz. Relating Assessment of Student Achievement to Curriculum Policy in the Formative Years. Ontario Ministry of Education, January 1980. 127p.

This study assisted teachers in relating student assessment to curriculum guidelines and examined the implications of a model for professional development. After weekly discussions with the principal and staff of a K-6 elementary school in the areas of social and emotional development, reading, mastery learning and values, teachers felt more confident in their ability to assess student growth.

*600. Wahlstrom, Merlin W., and Raymond R. Danley. Measuring Achievement at the Senior Division Level. Toronto: Ontario Ministry of Education, January 1980. 866p.

The first phase of this study examined the individual items of 92 tests and sub-tests for the degree of congruence with the objectives in the curriculum guidelines for the senior division in the subject areas of English, mathematics, science, history, geography and French. The second phase provides an up-to-date description of student evaluation at the senior level.

601. Wahlstrom, Merlin W., and Raymond R. Danley. Measuring Achievement at the Intermediate Level -- Volume II. Toronto: Ontario Ministry of Education, September 1978. 368p.

The overall study "Measuring Achievement at the Intermediate

Level" examines items of 46 standardized tests which include achievement batteries, specific domain tests and criterion-reference instruments; volume two consists of the results of item analyses for mathematics. (See also "Standardized Tests")

602. Watson, Ulah B. Balancing Basics: Evaluation in Learning. Prime Areas, v20, n1, p34-40 Fall'77.

The best kind of evaluation is something done, not to or for, but with the child. Some ideas about shared evaluation practices are presented.

603. Wilgosh, Lorraine. Teacher Views on Usefulness of Special Education Assessment Instruments. Special Education, v57, n3, p7+ 1983.

The author reviews past research which surveyed administrators, psychologists and regular classroom teachers regarding the use and usefulness of standardized testing instruments as compared to other evaluation methods. On the hypothesis that earlier studies had not focused on rating the usefulness of a broad range of types of specific tests and that teacher attitudes may have been based on a lack of expertise in using test results, the present study surveys Alberta Special Education teachers, most of whom acquired a background in assessment in their teacher education programs and who, by virtue of their specialization, have had more continuous and ongoing contact with special education assessment procedures than have regular classroom teachers.

*604. Wright, Edgar, and William Wyman. Trimming the T.R.Q. (Revised Forms of the T.R.Q. for Toronto Use). Toronto, Ontario: Toronto Board of Education, Research Department, 1974. 51p. Research Report No. 125.

After an analysis of the Teachers' Rating Questionnaire, the instrument was revised and trimmed and now contains forms in a fashion which can be reproduced and used for various assessment purposes.

605. Carr, Gerald Lloyd. A Comparison of Two Methods of Evaluation for Mathematics. Fredericton: University of New Brunswick, September 1971. 40p.

The reliability of individual marking of examinations in mathematics at Fredericton High School was compared to that of group marking.

*606. Dufour, Marc. No Further Discussion of the Principle of a 60% Passing Grade. Meqnews, n67-68, p4 May-June 1982.

In September 1980, the Conseil supérieur de l'éducation submitted a recommendation to the Ministère de l'Education that the passing grade for secondary school examinations be increased from 50 per cent to 60 per cent. The recommendation is to be phased in over several years.

*607. Evaluation and Grading. Manitoba Educational Research Centre Research Bulletin, n37, pl September 1980.

This article summarizes some of the areas of controversy regarding testing and grading and provides some suggestions about "how to grade fairly".

*608. Gaffney, Richard F., and T.O. Maguire. Use of Optically Scored Test Answer Sheets with Young Children. Journal of Educational Measurement, v8, n2, p103-106 Summer 1971.

*609. Glass, Gene V. Standards and Criteria [Reprint of a monograph prepared under a grant from the Carnegie Corporation] E + M Newsletter, n30, p[1-6] April 1978.

The author examines the ordinary use of the words "standards" and "criteria" in measurement literature and reviews six methods of setting performance standards on criterion referenced tests.

*610. Grade Equivalent Scores -- What Do They Mean? Edge, v8, n3, p3-4 January-February 1980.

Grade Equivalent (GE) scores are a commonly used method for reporting test results. This article discusses GE scores and what they do and do not tell about student performance.

611. Grading Practices: Issues and Alternatives. Victoria: B.C. Ministry of Education, Science and Technology. Learning Assessment Branch, 1979. 53p.

*612. Greenberg, Shafi. Scheduling Course Examinations. Comment on Education, v8, n2, p16-22 December 1977.

> The administrative problem of timetabling for course examinations is discussed. The author describes a generalized algorithm for scheduling which may be used to timetable by hand or with the aid of a computer.

*613. Hillen, David. Notes on Evaluation. OSSTF Forum, v3, n3, p151-152 May 1977.

> A discussion of current outcomes of student evaluation focusses on the subjectivity and variability of grades and marking schemes. The author feels that marks should be dispensed with in favor of learning output examples which could be evaluated by an interested party within their own terms of reference.

614. Holmes, B.J. Individually-Administered Intelligence Tests: An Application of Anchor Test Norming and Equating Procedures in British Columbia. Victoria: University of British Columbia, Ed.D. thesis, unpublished, 1981.

*615. Maguire, Thomas O., et al. Attitudes Towards the World of Work: Development of the Scales and Manual for Administration, Scoring and Interpretation. Edmonton: Alberta Education, Planning Services Branch, 1983. iii, 26, [15]p.

> Subsequent to its development and validation, the Attitudes Toward the World of Work instrument was normed for populations of boys and girls in grades 9, 10, 11 and 12 in Alberta schools. This updated version of the administrative manual contains an additional appendix with norms tables based on averages for groups of pupils.

616. Marble, William O. The Effects on Achievement of Method and Schedule of Marking Junior Secondary Students' Laboratory Reports. Vancouver, B.C.: Simon Fraser University, M.A. thesis, unpublished, May 1977. n.p.

617. Morrison, Frances E. Problems in the Administration of a City-Wide Test Program. Ottawa, Ont.: Ottawa Board of Education, 1970. 17p.

A discussion of administrative problems involved in large scale testing.

*618. Nyberg, V.R., and A.M. Nyberg. Reliability of the Alberta Essay Scales. Alberta Journal of Educational Research, v26, n1, p64-67 March 1980.

A respectable reliability of scoring twelfth-grade essays can be achieved through the use of essay models in the two Alberta Essay Scales (style-content and mechanics). The scales can assist classroom teachers in the day-to-day scoring of essays by providing a constant standard.

619. Powell, J.C. The End of an ERA; Requiem for the GLH, RIP. Windsor, Ont.: University of Windsor, staff study, unpublished, May 1980. 38p.

This paper presents substantive proof that the scoring procedure in current use with multiple-choice tests is invalid upon both psychological and statistical grounds.

620. Powell, J.C. Patterns of Change Among Answer Selection. Windsor, Ont.: University of Windsor, staff study, unpublished, April 1980. 68p.

Using two administrations of a comprehension level test (the Proverbs Test, Donald R. Gorham, 1956) with a 5 months interval, the pre-post patterns of selection for all alternatives were determined from contingency tables. Twenty-seven hypotheses derived from current scoring practice of considering only "right" answers for achievement assessment were tested. All but two were rejected. The structure of the data suggests that current scoring practice is invalid.

*621. Prock, Leone. Do You Grade Properly? Do You Apply the Normal Curve in Grading Your Students? You Could Be Being Unethical. B.C. Teacher, v58, n2, p65-67 November 1978.

The author explains that the practice of applying a normal curve distribution to a class group of scores cannot be statistically justified unless it can be shown that the particular class involved is a representative sample of the school population.

622. Québec. Ministère de l'Education. Considerations on Marking, Recording and Reporting the Results of Formative and Summative Evaluation in Elementary School: Study Paper. Québec: Ministère de l'Education, 1984. [iii], 61p.

*623. Ratzlaff, Harold C. A to E: Approaches to Grading Student Achievement. Vector, v21, n1, p22-28 November 1979.

Five systematic grading procedures are explained as an alternative to the most common approach of rank-ordering test results and arbitrarily selecting boundaries for each letter grade.

624. 60% of What? Considerations On Marking, Recording and Reporting the Results of Summative Evaluation in Secondary School: Study Paper. Québec: Ministère de l'Education, Direction de l'évaluation pédagogique, 1983. 49[7]p.

*625. Strong, Kenneth V. ATI Program for the Calculation of Grades. B.C. Science Teacher, v21, n4, p22-24 Summer 1980.

A computer program for quickly arriving at a grade when assignments have been given different weightings and have been marked with both letters and numbers is presented.

*626. Students Allowed Examination Transcription. National, v17, n1, p5 Summer 1980.

This article discusses the practice of transcription -- a means of examining students with learning disabilities which cause difficulties with input and/or output of information. A transcriber may read the examination questions orally to the student and/or write down the oral responses to the questions.

*627. Taylor, Hugh. Some Advice on Grading for New Teachers. ATA Magazine, v58, n1, p36-37 November 1977.

The author offers suggestions for those teachers wishing to improve their grading skills.

TEST CHARACTERISTICS

*628. Adams, George. Exams Turn History Into "Trivial Pursuit". B.C. Teacher, v24, n10, p6 May 21, 1985.

A history teacher examines the contents of three past provincial exams in grade 12 history and finds a variety of questions which are oversimplified, ambiguous and obtuse. He charges that the exams are constructed in direct contradiction to the government's own curriculum guide which states that history should be creative and that the government is thereby encouraging the teaching of a mere catalogue of events. Teachers have the responsibility to criticize such exams and fight for their revision or elimination.

*629. Anderson, John. Test Use: The English Placement Test. School Guidance Worker, v36, n4, p43-47 March-April 1981.

This article describes a B.C. testing program that provides information to assist in the appropriate placement of first-year, post-secondary students in English courses. The test measures the abilities of individuals to use English correctly in the writing of an expository essay and to identify errors of usage in forty objective test items. The structure, characteristics, predictive validity, factorial validity, and use of the test are discussed.

*630. Gordon, W. Terrence. Relating Oral Test Performance Errors to Cue Features. Canadian Modern Language Review, v35, n1, p55-65 October 1978.

Examines the hypothesis that certain errors occurring in oral foreign language tests are due to the recurrence of phonological features both in the questions and in the answer.

631. Hendelman, Tina. Technical Report on Q.E.D. (Quality Education Demonstration) Tests. Ottawa, Ont.: Ottawa Board of Education, staff study, June 1973. Research report 73-14.

The psychometrics attributes of a series of non-cognitive and cognitive tests developed for grade one are discussed.

632. Johnson, Eileen M. Reading Tests for Grade One. Ottawa, Ontario: Ottawa Board of Education, Research Centre, June 1976. 11p. Research Report 76-03.

The author describes the construction and statistical properties of reading achievement tests developed for grade one pupils within the Ottawa Board of Education.

633. MacKenzie, Paul A. Passage Dependent Summary Cloze: A Method to Determine the Utilization of Cohesion in the Process of Reading Comprehension. Vancouver: Educational Research Institute of B.C., 1982. 135p. ERIBC Report 82-11.

*634. Marx, Ronald W. On Test Purpose and Item Type: A Comment on Mason. Canadian Journal of Education, v4, n4, p14-19 1979.

The author critiques Mason's assessment of the utility of selected-response and constructed-response test questions, as outlined in the essay, "Test Purpose and Item Type". (contained in same issue p.8-13)

*635. Mason, Geoffrey P. A Reply to Marx. Canadian Journal of Education, v4, n4, p20-23 1979.

The author replies to Marx's critique of his essay, "Test Purpose and Item Type," (contained in same issue p.14-19)

*636. Mason, Geoffrey P. Test Purpose and Item Type. Canadian Journal of Education, v4, n4, p8-13 1979.

Distinguishing between two types of test questions -- constructed-response (essay/completion) and selected-response (multiple-choice/true-false) -- the author considers both in relation to the specificity of learning outcomes being tested, the use of criterion or norm-referenced measurement, and the formative or summative nature of the evaluation.

637. Michaels, Shirleyanne. The Effects of Open and Closed Book Examinations in Mathematics -- An Experimental Study. Edmonton: Univeristy of Alberta, M.Ed. thesis, September 1972. 131p.

Measures of achievement, reliability, validity, attitude and anxiety between open and closed book examinations in mathematics are compared.

*638. Robitaille, David. The MATP (Mathematics Achievement Test Project) Strand Tests. Vector, v21, n2, p20-26 Winter 1980.

The overall goal of this project is to assist teachers in the difficult task of evaluating students' performance in mathematics. The characteristics of the tests designed for the project are described.

639. Rowley, Glenn. Which Examinees are Most Favoured by the Use of Multiple Choice Tests? Toronto: University of Toronto, M.A. thesis, Fall 1972.

*640. Schmirnoff, W. Wolfgang. What Did the Reading Exam Really Measure? An Outsider's View. B.C. Teacher, v63, n2, p79-80 November-December 1983.

In response to a request from a BCTF staff member, the Director of an educational institution in Vienna offers a critique of the 1983 British Columbia Grade 7 provincial examination in reading.

641. Traub, Ross E., and Charles W. Fisher. On the Equivalence of Constructed-Response and Multiple-Choice Tests. Toronto: Ontario Institute for the Study of Education and the Far West Laboratory for Educational Research and Development, 1975. 30p.

To assess whether tests with (essentially) identical content but different formats measure the same attribute, setting aside possible differences in error variance and scaling factors, two sets of mathematical reasoning and two sets of verbal comprehension items were cast into each of three formats. The resulting 12 tests were administered to 199 eighth grade students.

642. Turner, Carolyn E. The Cloze Procedure as a Measure of Overall ESL Proficiency at the Secondary Five Level. Montreal: McGill University, M.Ed. thesis, April 1982. 103p.

This study considers the question of whether cloze tests can be substituted for more complex tests of ESL proficiency. French and English cloze tests were administered to 68 francophone students. The results from the English cloze test were correlated with teacher assessments of ESL proficiency. Correlations compare favorably with those found in the literature, supporting the view that cloze tests are a viable alternative to more extensive testing procedures for measuring overall second language proficiency.

*643. Validity. Peel Board of Education Research Bulletin, n33 February 1985.

> Validity refers to the extent to which a test serves the purpose for which it was designed. Because it is relative to a situation, a test can have different validities depending on the intended use of the test results. Different types of validities are discussed.

644. Vorster, Johan Frans. A Factor Analytic Study of the Overlap in Measures of Aptitude and Achievement. Toronto, Ont.: University of Toronto, M.A. thesis, February 1973.

645. Walmsley, Donald P. Cloze Format for Fourth Year Pupils. Victoria: University of Victoria, M.A. thesis, August 1974. 143p.

TEST INTERPRETATION

646. Aikenhead, Glen S. Using Qualitative Data for Formative Evaluation. Regina: University of Saskatchewan staff study, unpublished, June 1978. 25p.

A technique is advanced which gives curriculum developers much more information than total test gain scores.

*647. Aravandino, Barrie. Interpretations of Some Educational Measurements. Comment on Education, v8, n2, p13-16 December 1977.

This article describes briefly the interpretation of (1) absolute and relative measures; (2) measures expressed as raw scores, percentiles, grade and age equivalents and standard scores; and (3) standard error of measurement.

*648. Bennett, John, Marvin Boss, and David Ireland. Providing Non-Threatening and Meaningful Feedback for Teachers Through a System-Wide Evaluation Using the OAIP. Paper presented to Ontario Educational Research Council, December 7-8, 1984, Toronto. 18p.

The purpose of this study was to determine the extent to which Grade 9 students master the objectives of the Ministry's curriculum guideline for geography. As part of the project, the board's evaluation team sought to involve teachers in the design and conduct of the research. All teachers and schools were guaranteed anonymity. Test items were chosen from the OAIP. Results generally indicated gains in student knowledge over the year, although teachers and trustees alike were dismayed at the small average gain from pre-test to post-test. In fact, however, this result is quite normal, and may be attributed to such factors as the following: (1) North American geography is an incremental subject and much of the content may be learned from sources other than formal teaching; (2) students had not especially studied for the tests. The authors note that some changes in emphasis in instruction were made the next year as a result of the test results.

*649. Blackmore, David E., and John O. Anderson. Levels of Testing: Recent Developments. School Guidance Worker. v38, n4, p54-59 March 1983.

When a multi-level test is developed, the problem of equating scores from the different levels becomes an issue. This problem is being solved by theorists with latent trait analysis. In latent trait theory, the relationship between item performance and ability is expressed by the item characteristic curve, a way of showing the probability of answering a test item correctly as a function of the ability level. Different types of latent trait models are discussed.

650. Cheong, George S.C. Gain Scores as a Measure of Academic Progress. Mount Saint Vincent University, staff study. 16p.

Apart from positive findings, a scheme for using the gain scores as a criterion for determining academic progress was proposed.

*651. Echternacht, Gary. Grade Equivalent Scores. Journal of Education (Nova Scotia), v6, n1, p32-35 Fall/Winter 1978/79.

The construction, application, interpretation and dangers of misinterpretation of grade equivalent scores are discussed.

*652. Fox, Roger. Item-analysis for Teachers or 'Hands Up' Statistics. B.C. Science Teacher, v24, n2, p11-13 Spring 1983.

A modified item-analysis is described which can provide teachers with a simple means of analysing test results and the items they contain. The method has been examined by statisticians and the results from the analyses may be considered valid and defensible for the purposes for which most teachers will use them.

*653. Getting Things Right by Studying Wrong Answers? Reporting Classroom Research, v8, n3, p4 September-October 1979.

A short discussion of a research project designed to investigate the learning process by studying the wrong answers given in multiple choice tests.

654. Guidelines for Interpretation (Direct Assessment Results). Victoria: B.C. Ministry of Education, Learning Assessment Branch, 1977. 18p.

*655. Halpern, G. New Trends in the Interpretation of Tests. Ottawa Board of Education, staff study, February 1973. 7p. Research Report 73-02.

A discussion of new ways of interpreting test scores.

656. Hambleton, Ronald K., ed. Applications of Item Response Theory. Vancouver: Educational Research Institute of B.C., 1983. xii, 233p.

*657. Hunter, William J. Interpreting Standardized Test Scores: Some Fine Points. School Guidance Worker, v35, n4, p18-22 March/April 1980.

An essential function of the school guidance worker is the translation of test results into plain language and/or concrete recommendations. To do so requires a thorough understanding of the various test scores publishers provide.

*658. Hunter, William J. What's the Difference? Interpreting Difference Scores. School Guidance Worker, v38, n4, p29-33 March 1983.

This article explains methods of interpreting differences between scores on various ability and achievement tests. Analysis of change over time or achievement gain and the interpretation of subscore patterns or test profiles are two topics discussed in detail.

659. Knodel, John W. A Comparison of Conventional Rasch Item Analysis Approaches Applied to a Grade Four Science Test Item Pool. Vancouver: Educational Research Institute of B.C., 1981. 141p. (Report no. 82:20).

660. Nishisato, Shizuhiko. Multidimensional Scaling: A Historical Sketch and Bibliography. Toronto: Ontario Institute for Studies in Education, Department of Measurement, Evaluation, and Computer Applications, Spring 1978. 53p.

661. Nishisato, Shizuhiko. Optimal Scaling and Its Generalizations: Methods and Applications. Toronto: Ontario Institute for Studies in Education, staff study, 1973. 140p/135p.

A two-part report on the measurement and evaluation of categorical data project makes available, for teachers and researchers, practical methods for analysing and evaluating qualitative information.

662. Nishisato, Shizuhiko. Optimal Scaling as Applied to Different Forms of Data. Toronto: Ontario Institute for Studies in Education and Canada Council, Spring 1976. 141p.

This report was prepared as a guide for potential users of optimal scaling and to present a simple account of its basic procedure and various illustrative examples.

*663. Norris, Stephen P. High Test Scores Are More Trustworthy Than Low Ones. Morning Watch, v9, n1, p29-34 September 1981.

The author presents and elaborates on the meaning of the principle of the trustworthiness of test scores, and suggests some precautions based upon the principle for interpreting test scores. The principle says the following: For good tests, statements that people have low levels of ability based upon their low scores on a test of that ability tend to be less trustworthy than statements that people have high levels of ability based upon their high scores on the test. This principle tells people attempting to interpret ability test scores that they must take special precautions to interpret low scores correctly. People obtaining low scores on tests are more likely to be treated unfairly by having their scores interpreted as signs of low ability than those whose high scores are interpreted as signs of high ability.

*664. Nyberg, V.R., and S.C.T. Clarke. Technical Report on the School Subjects Attitude Scales. Edmonton: Alberta Education, Planning and Research, 1978. v.p.

This study, which was commissioned by the Minister's Advisory Committee on Student Achievement (MACOSA), used the Semantic Differential Technique as a means of evaluating student responses to the School Subjects Attitude Scales. Included as appendices are a further study on improving and extending the scales and a manual for administration, scoring and interpretation.

665. Powell, James Charles. Relating Bloom's "Taxonomy" to Wrong Answers. University of Saskatchewan (Saskatoon Campus), staff study. 16p.

A cluster analysis procedure was used independently on both right and wrong answers from a multiple choice test. A hierarchy for wrong answers that parallels Bloom's Taxonomy was found.

666. Powell, James Charles, and Alvin G. Isbister. A Comparison Between Right and Wrong Answers on a Multiple Choice Test. University of Saskatchewan (Saskatoon Campus) and Alberta Guidance Centre, staff study, January 1972. 14p.

This study appears to show definitively that achievement information related to higher mental process is lost when wrong answers are ignored.

*667. Rankine, Fred C. Grading and Reporting in New Brunswick Public Schools. Evaluation New Brunswick, Feb. 1984, p1-3.

Results of a study of grading and reporting procedures in New Brunswick school districts are provided. Recommendations are made concerning standardization of high school promotion criteria and credits for graduation. It is also suggested that a central registry for high school marks be maintained.

668. Swain, Merrill, et al. Norms for the French Comprehension Test, Primer. Toronto: Ontario Institute for Studies in Education, staff study, unpublished, March 1978. 2p.

This paper provides scoring and test statistics for the French Comprehension Test, Primer, which was developed by the Bilingual Education Project.

*669. Taylor, Hugh. Differences in Grading Systems Among Canadian Universities. Canadian Journal of Higher Education, v7, n1, p47-54 1977.

This study examines the great diversity of grading systems used in twenty-three of Canada's largest universities. For analysis purposes the grading systems are divided into two main types. The first consists mainly of Ontario institutions using a percentage scale with the number of passing grades ranging from three to twelve. The second includes universities from nearly all sections of Canada where the four to ten passing grades are equated with either descriptive terms or grade-point categories. From the analysis, various suggestions are offered which, if adopted, should greatly improve the communication value of grades and increase their effectiveness in decision-making.

*670. Taylor, Hugh . The Misuse of Grade Equivalent Scores. School Guidance Worker, v33, n4, p11-15 March/April 1978, and B.C. Counsellor, v1, n1, p28-32 1979.

Possible misinterpretation of grade equivalents to measure the growth and the placing of students is the subject of this research. The findings suggest the use of standard scores as the most appropriate method to measure change.

671. Understanding Test Results: The Frostig Developmental Test of Visual Perception. Pathways, v4, n1, p10 September 1978.

672. Virgin, Albert E. An In-Depth Analysis of CTBS Results, Grenoble Public School. North York Board of Education, June 1971. 29p.

This report illustrates the group analyses which are possible using results from CTBS, how the error associated with individual scores should be used, how items can be analyzed and how gain scores are determined.

*673. Wandler, Joseph . Interpreting Test Results with the Parents of Problem Children. School Guidance Worker, v33, n4, p35-38 March/April 1978.

This model analyzes the role of the school psychologist. This role has become a consultation model. Parents share ideas and knowledge, about the child, with the school psychologist and parent contacts.

*674. Woodsworth, J.G. Tests and Counselling: A Cautionary Point of View (reprint). School Guidance Worker, v35, n2, p32-35 November-December 1979.

The author makes some cautionary observations regarding the interpretation and use of test results for counsellors.

675. B.C. Drops Pass Marks to Keep Failures Down. ATA News, v18, n15, p4 April 30, 1984.

In this article, reprinted from the March 7, 1984, Globe and Mail, the decision of the B.C. Department of Education to scale the 1984 examination marks upward is described and discussed.

676. Burnham, Brian. The Academic Ability and Achievement of Boys and Girls in Grade 2. Aurora, Ont.: York County Board of Education, June 1972. 2p.

Test data for a sample (1,000) of grade 2 pupils indicated small but statistically significant differences in ability and academic achievement. Boys were higher in IQ raw score ($p>.05$) and mathematics ($p>.01$); girls were higher in reading ($p>.05$) and spelling ($p>.001$).

677. Burnham, Brian. Mathematics and Reading in Grade 8-9 Programs. Aurora, Ont.: York County Board of Education, staff study, unpublished, November 1976. 5p.

Two performance indicators were analyzed: (1) achievement of grade 8 students of 1975-76 on the reading and mathematics batteries of the Canadian Tests of Basic Skills and (2) the percentage of "new" grade 9 students in 1975-76 who gained credit in English and mathematics. Judged by Ontario provincial norms, the grade 8 students were above average in math concepts and considerably above average in all other batteries. All but a very small number of students in grade 9 took at least one mathematics and one English course. Better than 90 per cent of students in Occupational/Basic/ Remedial English gained credits, as did those in Advanced English, while about 82 per cent of General Level students attained a credit. A similar pattern was observed in mathematics, but the figures were somewhat lower (about 85, 85 and 78 per cent).

678. Burnham, Brian. Recalculation of the 1972-73 Reading and Mathematics Achievement of York County Students on the Canadian Tests of Basic Skills, Form 1, Using 1973 Norms. Aurora, Ont.: York County Board of Education, May 1974. 11p.

The author speculates on the meaning of the recalculated scores.

679. Burnham, Brian, F. Douglas Herman, and Robert F. McCulloch. Field Trials of Standardized Tests in York County Elementary Schools, 1970. Aurora, Ont.: York County Board of Education, September 1970. 23p.

Findings of extensive field trials of the following standardized tests: Canadian Lorge-Thorndike Intelligence Test (grades 4-8), Canadian Cognitive Abilities Test (grade 2), Canadian Test of Basic Skills Modern Math Supplement (grades 6-8) and six other tests (K-3) are reported.

*680. De Luna, Phyllis, and Karin Porat. Edmonton Public Pleased: Calgary Public Uncertain: Achievement Tests. ATA News, v18, n7, p3 December 5, 1983.

Alberta's two largest school systems release the results of provincial achievement tests administered in June 1983 in Grade 3 Science, Grade 6 Mathematics and Grade 9 Social Studies. In general, Edmonton Public students performed better than the provincial average on all three tests. Calgary Public students netted scores lower than the provincial norm for the second year in a row.

681. Department of Educational Research and Development. North York Norms, Canadian Tests of Basic Skills, Forms 3 and 4, Grades 3-6. Willowdale, Ont.: North York Board of Education, September 1976. n.p.

Norms for North York pupils were derived from the results of CTBS, Forms 3 and 4, administered to approximately 2,300 pupils in grades 3-6 in October, 1975. Data presented allow for comparison of either a class or individual pupil's score on a particular subtest with that of North York peers. Information is also provided on number of items in each subtest, mean raw score, standard deviation, grade equivalent and standard error.

682. Genesee, F. Evaluation of a Trilingual School Program: Report 5. Montreal, Que.: McGill University doctoral thesis, unpublished, September 1978. n.p.

Grade 4 and 6 students attending schools where English, French and Hebrew were used as media of instruction were evaluated on a battery of tests, including English, French, and Hebrew mathematics.

*683. Greer, Nancy, and Jerry Mussio. Interpreting Assessment Results ... And Making Good Use of Them (Using the Provincial Learning Assessment Program in B.C.). Education Today, v4, n6, p7 March 1978.

The authors discuss the process of interpreting results from the B.C. Provincial Learning Assessment Program and how the results are being used. Areas of weakness in the system are being identified on the district and provincial level. Changes can then be made to correct problems which appear. Examples of changes in curriculum and delivery systems made based on the results of the Provincial Learning Assessment Program are given.

684. Holmes, Mark, et al. The Intermediate Evaluation Project: Phase II: Final Report. Toronto: Ontario Institute for Studies in Education, staff study, unpublished, August 1978, 31p.

This report describes the 1978 administration and results of a set of criterion-referenced tests in written English, mathematics, problem solving, attitudes, science, français lecture, reading, language, French comprehension, français écrit, social studies, health, physical fitness, values and moral reasoning developed in a large cooperative project involving OISE and 48 participating school boards.

685. Kirkness, Verna Jane. Educational Achievement of Indians in Federal and Provincial Schools in Manitoba. Winnipeg: University of Manitoba, M.Ed. thesis, 1980. 93p.

*686. Manitoba. Department of Education. Health Assessment Program 1982. An information circular on health education from the Curriculum Development and Implementation Branch. Winnipeg, January 1983. 6p.

Grade 5 and 10 students were assessed in health in February, 1982. Results for different topics are presented and discussed. Some recommendations are made concerning curriculum and instruction.

687. Manitoba. Department of Education. Manitoba Health Assessment Program, 1982, Preliminary Report: Grade 5 and 10 Test Data. Winnipeg: Manitoba Department of Education, May 1982. n.p.

The Health Assessment Program involved the production of tests at the grade 5 and 10 levels, designed to assess student health knowledge, attitudes, and habits. Tests were administered to a sample of students selected from public schools throughout Manitoba. A teacher survey was conducted with the assessment. This report contains an overview of the procedures which were followed, and a detailed presentation of the student data collected for the Health Assessment Program 1982. The data are presented in tabular form and provide an indication of student performance in a number of health concept areas. Conclusions and recommendations will be presented in a final report.

688. Murphy J. Results of Grade 6 Achievement Testing Program. Aurora, Ont.: York County Board of Education, April 1975. 5p.

Four subtests of the Canadian Tests of Basic Skills (Form 3) were administered to approximately 3200 pupils.

689. Murphy, H. Joseph. Report of Standardized Testing, Grade 8. Aurora, Ont.: York County Board of Education, February 1974. 12p.

Results of a county-wide administration of the Canadian Tests of Basic Skills, Form 2 are discussed.

690. Murphy, J. Report of Reading and Mathematics Achievement Testing -- Grade 6. Aurora, Ont.: York County Board of Education, June 1974. 12p.

The new (1974) Canadian Tests of Basic Skills were administered to over 3000 grade 6 pupils.

691. Murphy, J. Results of Grade 8 Achievement Testing Program. Aurora, Ont.: York County Board of Education, December 1974. 5p.

Four subtests of the Canadian Tests of Basic Skills (Form 3) were administered to approximately 3200 pupils.

692. Murphy, J. Results of the Grades 2 and 4 Achievement Testing Program. Aurora, Ont.: York County Board of Education, June 1975. 9p.

The entire primary battery of the Canadian Tests of Basic Skills (Form 3 - Level 8) was administered to approximately 2800 grade 2 pupils, and 4 subtests of CTBS - 3 (Level 10) on vocabulary, reading comprehension, math concepts, and math problem solving, were administered to approximately 3200 grade 4 pupils.

693. Murphy, J. Summary of Achievement Testing Program in York County Schools 1975-76. Aurora, Ont.: York County Board of Education, staff study, unpublished, October/November 1976. n.p.

A series of reports summarizing the achievement of York County elementary pupils on four sub-tests of the Canadian Tests of Basic Skills - 3M. The four sub-tests (vocabulary, reading comprehension, math concepts and math problem solving) were administered to all pupils in grades 1, 4, 6 and 8. In addition, selected pupils in grades 4 and 6 completed the language skills sub-tests. Results were reported to include both National and Provincial norms.

694. Murphy, J. Summary of Achievement Testing Program, 1974-75. Aurora, Ont.: York County Board of Education and the York Region Roman Catholic Separate School Board, June 1975. 5p.

Reading and Math subtests of the Canadian Tests of Basic Skills (Form 3) were administered to approximately 2500 separate school pupils.

*695. New Brunswick Department of Education, Evaluation Branch. A Report of the New Brunswick Criterion Referenced Testing Programme. Fredericton: New Brunswick Department of Education, 1977. 102p.

In 1977, all New Brunswick students in grades 5, 8 and 11 wrote province-wide tests in language arts and mathematics. Statistical information on test items and performance on a province-wide level is given. On the basis of the data, some comparisons are made between New Brunswick students and students from outside the province. The future of the program is discussed.

*696. New Brunswick Reports on Two Assessment Programs (Criterion Referenced Testing Program and Writing Assessment Program). CEA Newsletter, n311, n.p. November 1978.

This article discusses the report released by the New Brunswick Department of Education discussing the findings of the first administration of the province's unique Criterion-Referenced Testing Program. The report details the strengths and weaknesses of English-speaking students in grades 5, 8 and 11 in relation to a limited number of objectives in mathematics and language arts.

*697. Reid, J.E. Achievement of Students in Category IV Schools. Edmonton: Alberta Education, 1979. 11p.

When Category IV schools, private schools which may employ teachers without teaching certificates, were approved, concern was expressed about the achievement of students in these schools. Consequently, the Canadian Test of Basic Skills was administered to pupils in Grades 3, 6 and 8 in these schools. Results showed that students achieved at a very satisfactory level in language skills and at a satisfactory level in all other skill areas. Students were found to be weakest in mathematical skills. It was recommended that the same grades be re-assessed in 1981.

*698. Results of January 1983 Comprehensive Examinations (reprint). The Trustee, v53, n2, p9 Summer 1983.

Results of optional comprehensive exams in language arts, history and the social sciences, mathematics and the physical and biological sciences are discussed.

*699. Saskatchewan Department of Education. Measuring Up. A Summary of Results from the 1978 Provincial Testing Program. Regina: Saskatchewan Department of Education, 1978. 19p.

This booklet summarizes the comprehensive final report on the 1978 Provincial Testing Program in which a random sample of Grades 4, 7 and 10 students were tested on their knowledge of basic reading, language and mathematics skills and for their general mental ability.

700. Shapson, Stan. Some North York Norms for the Canadian Tests of Basic Skills and the Metropolitan Achievement Test. Toronto, Ont.: Board of Education, Borough of North York, Department of Educational Research Services, December 1972. 41p.

Norms (using the CTBS and MAT batteries) for grades 3 and 6 pupils were established.

701. Shapson, Stanley M. North York Norms on the Wide Range Achievement Test. North York Board of Education, January 1972. 61p.

North York norms (descriptive statistics and distributions) were generated on the Wide Range Achievement Test, on the basis of socio-economic status and sex, for grades 2 to 9.

702. Stennett, Richard G., and Lorna Isaacs. Thames and Ross Secondary Schools: In-School Follow-Up of the Class of 1978-79. London, Ontario: London Board of Education, Educational Research Services, 1979. 11p. Research Report 79-13.

This study assessed the grade 9 academic progress of students who entered junior vocational schools for the first time in 1978-79.

703. Whitehurst, Florence H. Reading and Mathematics Achievement of York County Grade 8 Students. Aurora, Ont.: York County Board of Education, March 1973. 15p.

The Canadian Tests of Basic Skills, Form 1, was used to help estimate and analyse the academic skills levels of some 3,000 Grade 8 students.

704. Whitehurst, Florence H. Reading and Mathematics Achievement of York County Students in Grades 5 and 7. Aurora, Ont.: York County Board of Education, June 1973. 36p.

The Canadian Tests of Basic Skills were used to help estimate and analyse the academic skills levels of some 7,000 grades 5 and 7 students.

705. Armstrong, Bruce. Reading Comprehension and Other Language Skills Achievement Levels at Grades 4 and 7. Ottawa, Ont.: Carleton Board of Education, May 14, 1980, 18p.

Using the Canadian Tests of Basic Skills, the language skills of two randomly selected cohorts of students in grades 4 and 7 were analyzed.

706. Armstrong-Ware, Darlene Beverley. A Comparison of Grade Four Comprehension Results After Oral and Silent Reading. Regina: Saskatchewan School Trustees' Association, May 1982. 10p.

Sixty-one grade four children enrolled in a middle-income district school in Regina were randomly assigned to four testing conditions. Each child read a passage orally and another passage silently, the order and passage dependent upon the group to which the child was assigned. The children were then tested orally, and their responses were later coded using the Analytical Reading Inventory. It was found, in general, that most grade four students can comprehend equally well after either oral or silent reading.

*707. Canadian Institute for Research. Alberta Language Arts (Reading and Writing) Achievement Study. Edmonton: Alberta Education, 1978. 21p. (Executive Summary).

This study was conducted for the Minister's Advisory Committee on Student Achievement. It was designed to provide information about current levels of student achievement in reading and writing in Alberta schools and to provide a data base for future assessments.

*708. Canadian Institute for Research. Alberta Language Arts Reading and Writing Achievement Study -- Condensed Report. Edmonton: Alberta Education, Minister's Advisory Committee on Student Achievement, March 1979. 184p.

This study assessed the level of achievement in reading comprehension and composition in the English language in Alberta schools on a sample basis.

*709. Collège de Saint-Boniface. Academic Achievement, Language of Instruction, and the Franco-Manitoban Student. Saint-Boniface, Manitoba: Collège de Saint-Boniface, 1976. 160p.

Francophone students in Manitoba in grades 3, 6 and 9 were tested to determine how academic achievement related to language of instruction.

*710. Coutts, Herbert T., and others. The Cardston School Division Project for the Improvement in the Language Arts Using ECRI Procedures. Summary Report. Edmonton: Alberta Department of Education, Planning and Research Branch, 1979. 22p.

The results of a three-year language arts improvment project are discussed. The Exemplary Centre for Reading Improvement (ECRI) was employed to train the elementary school teachers of the Division in the use of its mastery procedures. Change in pupil achievment was monitored throughout the project through changes in percentile rankings on various standardized testing instruments.

711. Duncan, J.M. Standardized Test Results for Selected Grades in Reading. Hamilton Board of Education, staff study, unpublished, May 1978. 15p.

Results of reading tests for four levels in elementary and secondary schools were collected and analyzed. Norms for these grades were prepared.

*712. Elliott, Ronald E. Base Year Study -- Summary Report. French III Times, v10, n2, p12 January 1980.

Using the reading and writing tests and the proficiency interview of the New Brunswick Second Language Testing Programme, a 10% random sample of Grade 12 students were tested in the Spring of 1978. The results of study will provide a benchmark by which the impact of current efforts in French second language programming can be evaluated in the future.

*713. Evanechko, Peter O. Language B.C. An Assessment in the English Language Arts. Victoria, B.C.: British Columbia Department of Education, Learning Assessment Branch, 1976. 638p., 4v. + Summary Report, 32p.

Concern about lack of province-wide information on what is being learned in the schools led to this study which was designed as a survey of the status of language arts and as a pilot for future assessment programmes. The first phase of the study attempted to identify and appraise the desired objectives of the English Language Arts program. A series of questionnaires was prepared and distributed to teachers and school trustees. The second phase of the project focussed on objectives identified by teachers as important in the questionnaire. Tests were devised that would assess student performance in reading in Grade 4 and in writing in Grades 8 and 12. The tests were administered to 94% of Grade 4 students and a random sample of Grade 8 and Grade 12 students. The results were analyzed.

714. Evans, P.O., et al. British Columbia Reading Assessment 1977. Victoria, B.C.: British Columbia Queen's Printer, n.d. 297p.

A criterion-referenced assessment of secondary reading in grades 8 and 12 in all B.C. secondary schools was carried out. Students at both levels showed adequate ability at word recognition and comprehension of school related prose materials but less than adequate ability in comprehension in out-of-school materials.

715. Freedman, Aviva, and Ian Pringle. An Analysis of the Writing of Students in Grade 13 and Third Year University. Ottawa, Ontario: Carleton Board of Education, January 1978. n.p.

This study analyzed rhetorically and syntactically the writings of similar students at two stages of development, grade 13 and third-year university, in four disciplines -- English, History, Geography and Biology.

716. Freedman, Aviva, and Ian Pringle. The Writing Abilities of a Selected Sample of Grade 7 and 8 Students. Ottawa, Ont.: Carleton Board of Education, May 14, 1980, 35p.

An analysis of the syntactic maturity as measured by T-unit analysis, and a count of the incidence of certain kinds of mechanical errors in 1,000 papers submitted by 500 students is discussed.

717. Freedman, Aviva, and Ian Pringle. An Assessment of Writing Abilities at Grades 5, 8 and 12. Ottawa, Ontario: Carleton Board of Education, May 1980, 40p.

This study discussed an analysis of the syntactic maturity, as measured by T-unit analysis and a count of the incidence of certain kinds of mechanical errors in the compositions of a random sample of 10% of the students at each of grades 5, 8 and 12. A 10% subsample was analyzed in much greater detail for rhetorical and cognitive ability.

718. The Hamilton Board of Education. City-wide Reading Tests. Hamilton, Ont.: The Hamilton Board of Education, Research Services Department, March 1974. 29p.

This report provides the results of city-wide reading tests given in grades 2, 5, 8 and year 1 (secondary) during 1972-73.

719. Hutchinson, Nancy Lynn. Reasoning and Practice and the Growth of Understanding as a Reading Skill at the Grade Three Level. Montreal, Que.: McGill University, M.A. thesis, unpublished, n.d. 125p.

This report provides a detailed study and comparison of reading skills using various parameters of reading as well as several well known reading achievement tests.

*720. Mastery Level for Grade Five French Immersion Students on the 1977 New Brunswick Language Arts Criterion-Referenced Test. French III Times, v10, n2, p8-9 January 1980.

In October 1977, all English-speaking pupils in grades 5, 8 and 11 wrote criterion-referenced tests in language arts and mathematics. This report concerns itself with the performance of grade 5 French immersion pupils on these tests, which were administered in English, compared to the performance of pupils in a regular English stream.

*721. Mussio, Jerry, and Bob Aitken. Assessment Results May Improve School Work. Education Today, v3, n9, p5 January 1977.

Results of a reading test administered to all fourth-year pupils in B.C. schools in January 1976 have been examined at the school district level and the results are being used to determine how school reading programs can be improved. Local committees were charged with the responsibility of developing criteria for acceptable performance. They then viewed test results for their districts, identified strengths and weaknesses, and developed a series of recommendations which applied to the district as a whole.

722. New Brunswick Department of Education. Writing With Purpose. Fredericton: New Brunswick Department of Education, c. 1977.

The New Brunswick Writing Assessment Program's aim was to assess whether existing programs were accomplishing the writing aims set forth in various courses of study and to make information available to teachers so that they may compare their own students' writing with that of others in the province. All students in grades 5, 8 and 11 were asked to write several short prose pieces of different types. This study was part of a larger evaluation recommended in 1976 by a provincial task force on testing and evaluation.

723. New Brunswick Department of Education. Syntax and Mechanics: An Interim Report. Fredericton: Department of Education, c. 1977.

This report discusses some of the findings of New Brunswick's Writing Assessment Program in which writing samples from about 2500 students in grades 5, 8 and 11 were scored. The compositions were analyzed for syntactic maturity in terms of mean sentence length and degree of subordination and common syntactic errors. All information was recorded and categorized to provide diagnostic information.

724. Panunto, Brenda. A Comparison of English First and Second Language Children on Measures of Ability and Achievement. Montreal, Que.: Concordia University, M.A. thesis, unpublished, August 1977, 79p.

725. Samson, Real Jacques. A Comparison of French Acadian Students with English Speaking Students in Relation to Their Command of the English Available. Wolfville, N.S.: Acadia University, M.Ed. thesis, unpublished, April 1979. 55p.

The purpose of this study was to ascertain the comparative competency of French speaking Acadian Nova Scotian grade eight public school students and their English speaking counterparts in the areas of reading, language, word knowledge and spelling as measured by the Metropolitan Achievement Tests. The sample consisted of two hundred thirty-nine students from two Acadian French speaking and two English speaking schools. Although the results of this study were inconclusive, they tended to favor the English schools.

726. Stennett, Richard G. Intermediate English Evaluation Project: Survey of Student Achievement: Overview. London, Ontario: London Board of Education, Fall 1974. 19p. Research Report 74-07.

727. Tausig, Christine. Falling By the "Waist Side" (University English Proficiency Tests). University Affairs/Affaires Universitaires, v22, n4, p2-3 April 1981.

Compulsory English proficiency tests for university students are discussed. Various reasons are offered for high failure rates where such tests exist. Reasons for not implementing such tests are also presented.

728. Traub, Ross E. Technical Report on the Experimental Administration of the Reading Comprehension and Language Achievement Test (English) for the Council of Ontario Universities. Toronto: Ontario Institute for Studies in Education, staff study, unpublished, March 1977. 36p.

This paper describes the content, administration, and results of an objective test of reading comprehension and language achievement given to students entering their first year of study at Carleton University, McMaster University, and Erindale College. (Inquiries regarding the availability of the paper should be directed to the Council of Ontario Universities.)

729. Tuinman, Jaap, and Janet Kendall. British Columbia Reading Assessment: General Report. Victoria: British Columbia Ministry of Education, December 1980. 453p.

This report presents the detailed findings of, and recommendations from the 1980 B.C. reading assessment achievement data. Information on reading habits and attitudes was collected from all grade 4, 8 and 12 students in B.C. (approx. 100,000 students).

730. Tuinman, Jaap, and Janet Kendall. British Columbia Reading Assessment: Summary Report. Burnaby, B.C.: Simon Fraser University, Faculty of Education, staff study, September 1980. 73p.

This report presents the major findings and recommendations of the 1980 B.C. Reading Assessment Project. Achievement data and information on reading habits and attitudes toward reading were collected from approximately 100,000 grade 4, 8, and 12 students in B.C.

731. Watkin, G.A. A Survey of the Amount and Kind of Writing by Grade 7 and 8 Students at One Ottawa Board School, Spring 1979. Ottawa, Ontario: Ottawa Board of Education, September 1979, 12p. Research Report 79-05.

The purpose of this study was to find out how much writing was done in a two-week period in all subjects, by grade 7 and 8 students in English and French immersion classes. A 40 per cent random sample, stratified by grade and sex, was used. Writings from each group were collected on 5 randomly assigned days. Writings were categorized into: copied; subject directed; subject-undirected, expressive/personal. About 80 per cent of writings were either copied or directed.

*732. Weston, Julia. Language Proficiency Tests Become Mandatory. University Affairs/Affaires Universitaires, v24, n1, p7 January 1983.

Concern about lack of competence in written expression has caused some universities to implement language proficiency tests as a prerequisite for graduation.

*733. Alberta Education. Provincial Report: Grade 9 Mathematics Achievement Test. Edmonton: Alberta Education, October 1984. 26p.

The results of the test are summarized and discussed.

*734. Alberta Education. Summary Report. Grade Six Mathematics Achievement Test. Edmonton: Alberta Education, 1983. 8p.

This report presents the provincial results of the Grade 6 Mathematics Achievement Test administered June 14, 1983, as part of the Student Achievement Testing Program conducted by Alberta Education. The program tests levels of student achievement in science, mathematics, social studies and the language arts on a cyclical basis in Grades 3, 6, and 9. The Grade 6 Mathematics Test was written by 25,621 students in 913 schools. This report summarizes the results and presents them as discussion points.

*735. Anderson, A.L. Zone 1 Elementary Mathematics Testing Project. Edmonton: Alberta Department of Education, March 1980. 38p.

This study used elementary students from Zone 1 (the northernmost part of Alberta) as a sample to determine the effectiveness of the elementary mathematics program. Tests based on the program objectives were used. Strengths and weaknesses of individual students and groups of students could be diagnosed.

736. Armour, Carol Ann. A Comparison of Mathematics 33 and a Select Group of Mathematics 30 Students on Basic Mathematical Skills. Calgary, Alta.: University of Calgary, M.Sc. thesis, November 1972. 79p.

The study compared two groups of mathematics students in two courses on the results of a basic mathematical skill test.

*737. Assessment Program Needs Refinement. Manitoba Teacher, v56, n8, p3 April 1978.

Twenty percent of grade 10 students in Manitoba were tested on mathematics skills. The testing program, its objectives and results are discussed.

738. Giesbrecht, Edwin C. The Attainment of Selected Mathematical Competencies by High School Students in Saskatchewan. Regina: University of Saskatchewan thesis, unpublished, March 1978. 28p.

739. Grobe, Cary. Some Comments and Highlights of the 1977 Criterion Referenced Testing Programme. Mathematics, v8, n1, p3-4 September 1978.

*740. Manitoba. Department of Education. Can Manitoba Students Add? An information circular from Curriculum Development and Implementation Branch. Winnipeg, October 1982. 5p.

> Students in grades 3, 6, 9 and 12 were assessed using tests devised by the Department. Results for different topics are presented and discussed. Results of an accompanying survey of teachers on classroom organization and activities are also presented. Some recommendations are made concerning curriculum and instruction in mathematics.

741. Manitoba. Department of Education. Manitoba Mathematics Assessment Program 1981, Preliminary Report: Test Data. Winnipeg: Manitoba Department of Education, August 1981. 4v.

> The Mathematics Assessment Program involved the production of assessment tests at each of grades 3, 6, 9 and 12. Teacher questionnaires were developed for the four grade levels. The report contains an overview of the procedures which were followed and a detailed presentation of the student data collected for the Mathematics Assessment Program 1981. The data are presented in tabular form with a minimum of discussion. The report is designed to provide information on student data for use by classroom teachers. Interpretive information, conclusions, and recommendations are presented in the Final Report.

742. Manitoba. Department of Education. Manitoba Mathematics Assessment Program 1981: Final Report. Winnipeg: Manitoba Department of Education, February 1982. n.p.

> The Mathematics Assessment Program was conducted in May, 1981 with students in grades 3, 6, 9 and 12 who wrote tests applicable to their grade level. The "Preliminary Report" contains a description of the program and details of student performance on several mathematics topics and on actual test items. The conclusions and recommendations, along with a summary of the results and interpretations, are presented in the Final Report.

*743. McLean, Les, and others. The Second International Study of Mathematics: An Overview of the Ontario Grade 12/13 Study. Orbit, v14, n4, p7-10 December 1983.

Ontario, British Columbia, the United States and a variety of other nations were participants in the Second International Mathematics Study conducted by the International Association for the Evaluation of Educational Achievement. The study collected data concerning the mathematics programs and achievements of grade 12 and 13 mathematics students. This paper presents an overview of the Ontario Grade 12/13 study results.

*744. Olson, A.T., D. Sawada and S.E. Sigurdson. Alberta Assessment of School Mathematics. Edmonton: Alberta Education, Minister's Advisory Committee on Student Achievement, 1978. 382p + summary.

The purpose of this study was to provide information regarding current levels of mathematics skills and knowledge as demonstrated by students in Alberta schools. It was also designed to provide a base for future assessments.

745. Robitaille, David F., ed. The 1981 B.C. Mathematics Assessment: General Report. Victoria: British Columbia Ministry of Education, September 1981. ix, 413p. + summary report, 61p.

*746. Robitaille, David F. The Second International Study of Mathematics. Vector, v21, n3, p8-12 Spring 1980.

During 1980-81, a number of teachers of mathematics and their classes in B.C. participated in the Second International Study of Mathematics sponsored by the International Association for the Evaluation of Educational Achievement (IEA). The various components of the study and some of the benefits participants will realize are discussed.

*747. Robitaille, David F., and James M. Sherrill. Achievement Results from the B.C. Mathematics Assessment. Canadian Journal of Education, v4, n1, p39-53 1979.

This report on the 1977 mathematics assessment of British Columbian students in grades 4, 8, and 12 describes the item specification model, test administration procedures and results for each grade level. Overall results are correlated to sex, mother tongue, and parental level of schooling.

*748. Robitaille, David F., and James M. Sherrill. Provincial Learning Assessment Results: Highlights. Vector, v19, n1, p19-24 October 1977.

In Spring 1977, over one hundred thousand students from Grades 4, 8 and 12 wrote tests prepared for the 1977 British Columbia Mathematics Assessment. In addition, almost three thousand teachers of mathematics at seven different grade levels (1, 3, 5, 7, 8, 10, 12) completed comprehensive questionnaires dealing with numerous aspects of the teaching and learning of mathematics. This article contains a concise overview of the results of this assessment.

*749. Sawada, Daiyo, and others. Sex Differences in Mathematics Learning in a Canadian Setting. Canadian Journal of Education, v6, n2, p5-19 1981.

Sex differences in mathematics achievement were systematically examined at Grades 3, 6, 9 and 12 using test items written at three cognitive levels (knowledge, comprehension, and application) over five areas of mathematical content (number, algebra, geometry, measurement and statistics). A province-wide probability sample of 13,079 students was selected using a matrix sampling design. Significant differences in favor of males were found at each grade level, these differences varying directly with cognitive level and grade level. The results are discussed in terms of the current research scene and in terms of unequal opportunity for females in Canada.

750. Surgenor, Ev. Relating Criterion Referenced Tests to Specific Learning Outcomes in Mathematics With Emphasis on Test Validity and Reliability. Vancouver: Educational Research Institute of B.C., 1979. 2v. (ERIBC Reports No. 79:43).

751. Verhille, Charles. Computational Errors. Fredericton: University of New Brunswick, staff study, unpublished, March 1980. 96p.

Skill level tests in the computational algorithms of addition, subtraction and multiplication were devised and written by grade 5 students. The 4872 tests were analyzed and classified using a combination of the classification systems of Cox and Roberts.

752. Virgin, A.E., and Patricia Crawford. A Survey of Some Mathematical Skills From Across the Borough of North York. Toronto, Ont.: North York Board of Education, May 1972. 33p.

Approximately 3,000 students from grades 3, 6, and 9 were administered the three mathematics subtests of the Metropolitan Achievement Test. 500 grade 12 students received the mathematics subtest of the School and College Ability Test. The data provided an indication of mathematics achievement across the Borough of North York.

*753. Wahlstrom, M.W., D. Raphael, and L.D. McLean. A New Era in Testing: The Second International Study of Mathematics. School Guidance Worker, v38, n4, p16-19 March 1983.

This article discusses the procedures and instruments used in the Second International Study of Mathematics conducted by the International Association for the Evaluation of Educational Achievement. Ontario was one of twenty-four international participants.

TEST RESULTS - SCIENCE

*754. Alberta Education. *Summary Report. Grade Three Science Achievement Test*. Edmonton: Alberta Education, 1983. 8p.

This report presents the provincial results of the Grade 3 Science Achievement Test administered June 14, 1983, as part of the Student Achievement Testing Program conducted by Alberta Education. The program tests levels of student achievement in science, mathematics, social studies and the language arts on a cyclical basis in Grades 3, 6 and 9. The Grade 3 Science Test was written by 23,902 students in 837 schools. This report summarizes the results and presents them as discussion points.

755. B.C. Science Assessment Contract Team. *B.C. Science Assessment: General Report*. Victoria: B.C. Ministry of Education, 1982. 440p. + summary report 57p.

*756. Hobbs, E.D., and G.L. Erickson. Results of the 1978 British Columbia Science Assessment. *Canadian Journal of Education*, v5, n2, p63-80 1980.

The 1978 British Columbia Science Assessment was part of the ongoing provincial learning assessment program. Science achievement tests were administered to almost all British Columbia public school students in Grades 4, 8 and 12. Questionnaires on various aspects of the teaching of science, including instructional practices, were completed by a sample of elementary teachers and secondary science teachers. An instrument designed to measure attitudes towards science and scientists was administered to a sample of Grades 7, 9 and 11 students. Results are reported for the following goals: (1) understanding concepts, (2) processes, (3) application, (4) safety, (5) scientific literacy, and (6) attitudes.

*757. Manitoba. Department of Education. *Achievement in Chemistry of Manitoba Students*. An information circular from Measurement and Evaluation Branch. Winnipeg, May 1982. 5p.

Results of province-wide tests of a sample of students in Chemistry 200 and 300 were adjudicated by an independent panel of Chemistry teachers. Student performances on the objectives tested were judged to be generally satisfactory. Some suggestions for changes in instructional emphases and in curriculum were made by the panel.

758. Manitoba. Department of Education. *Manitoba Chemistry Assessment Program 1981, Preliminary Report: Test Data*. Winnipeg: Manitoba Department of Education, September 1981. 70p.

> This preliminary report gives the findings of the Chemistry Assessment Program 1981. It contains a description of the program, the details of student performance in several chemistry areas, as well as actual test items.

759. Manitoba. Department of Education. *Manitoba Chemistry Assessment Program 1981: Final Report*. Winnipeg: Manitoba Department of Education, January 1982. 22p.

> Tests in Chemistry 200 and Chemistry 300 were conducted in June 1981 to provide an assessment of student performance in several areas of chemistry in Manitoba. The "Preliminary Report: Test Data" contains the detailed information on test items and scores. Based on the interpretations of results by a committee of chemistry teachers, conclusions and recommendations are formulated.

*760. Treasure, Morris. *Alberta Science Achievement Study*. Edmonton: Alberta Education, Minister's Advisory Committee on Student Achievement, 1979. 113p + summary.

> The current level of science knowledge as demonstrated by students in grades 3, 6, 9, and 12 in Alberta schools is assessed.

761. Advisory Committee for the Canadian Awareness Project. Canadian Awareness Project Report: A Report of the Minister's Advisory Committee for the Canadian Awareness Project. Edmonton: Alberta Education, Planning and Research Branch, June 1981. xi, 233p. + summary, 95p.

> The Advisory Committee was established to develop and analyze an assessment of general knowledge and understanding on Canadian, specifically Albertan, history, geography, and citizenship (pre-instructional) among a sample of elementary, junior and senior high school students in provincially funded schools.

*762. Alberta Education. Summary Report. Grade Nine Social Studies Achievement Test. Edmonton: Alberta Education, 1983. 8p.

> This report presents the provincial results of the Grade 9 Social Studies Achievement Test administered June 14, 1983, as part of the Student Achievement Testing Program conducted by Alberta Education. The program tests levels of student achievement in science, mathematics, social studies and the language arts on a cyclical basis in Grades 3, 6 and 9. The Grade 9 Social Studies test was written by nearly 24,000 students in 564 schools. This report summarizes the results and presents them as discussion points.

763. Aoki, Ted T. British Columbia Social Studies Assessment, 1977: A Report to the Ministry of Education. Victoria: B.C. Ministry of Education, 1977. 73p.

764. Aoki, Ted T., Caroline Lawford, David M. Williams and Donald C. Wilson. British Columbia Social Studies Assessment. Victoria: B.C. Ministry of Education, 1977-78. 4 volumes.

*765. Lopatka, R. Report of the Development and Administration of the High School Social Studies Achievement Tests. Edmonton: Alberta Education (MACOSA), 1978. 90p.

> This report traces the history of school accreditation in Alberta. It describes the development of tests for a new social studies program and discusses the results of initial field testing of the instrument done in 1977.

766. Rhodes, H.C., et al. Canadian Awareness Test: A Comparison of Knowledge Levels of Adults and Students in Alberta. Edmonton: Alberta Education, Planning and Research Branch, October 1981. 148p.

This report compares the knowledge levels of Alberta adults and students on aspects of history, geography, and citizenship. The school sample used students at grade 6, 9, and 12 levels on a stratified random basis. The adult sample was conducted by Canadian Gallup Poll Ltd., and employed a modified probability sample of the adult population 18 years and older. Of the 63 items, the all-adult group significantly out-performed the grade 12 students on 31 items. Grade 12 students did significantly better than the adults on only 4 questions, suggesting that learning does not stop at the end of formal education.

BIBLIOGRAPHIES IN EDUCATION SERIES

NO.	DATE	SUBJECT AND ERIC NUMBER	STATUS	ADDENDA
1	June 1969	Pre-Service Teacher Education in Canada ED 034 726	(o/p)	Oct. 1971
2	June 1969	School Dropouts	(o/p)	Feb. 1971
3	Oct. 1969	Flexible Scheduling in Secondary Schools	(o/p)	Nov. 1972
4	Nov. 1969	Computer Uses in Instructional Programs ED 034 728		
5	Dec. 1969	Microteaching ED 036 480	(o/p)	
6	Jan. 1970	Reporting to Parents	(o/p)	
7	Feb. 1970	Teacher Aides ED 037 406	included in No. 16	
8	March 1970	Sex Education	(o/p)	
9	April 1970	Disadvantaged Children in Canada ED 041 965	(o/p)	
10	June 1970	School Year Plans	(o/p)	Jan. 1972 Oct. 1973
11	Aug. 1970	Education Finance in Canada	(o/p)	
12	Oct. 1970	Independent Study ED 045 585	(o/p)	
13	Nov. 1970	Individualized Instruction ED 046 881	(o/p)	
14	Nov. 1970	Histories of Teachers' Associations in Canada	(o/p)	
15	Dec. 1970	Differentiated Staffing ED 045 608	(o/p)	
16	Dec. 1970	Paraprofessional School Personnel ED 048 102	(o/p)	
17	Jan. 1971	Open Area Schools ED 128 890	(o/p)	Dec. 1971
18	Feb. 1971	Parent Involvement in School Programs ED 054 270	(o/p)	
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20	April 1971	Teacher Workload ED 054 060	(o/p)	
21	May 1971	Merit Rating ED 057 433	(o/p)	
22	June 1971	Team Teaching ED 055 044		
23	Oct. 1971	Collective Bargaining for Teachers	(o/p)	
24	Dec. 1971	Training Teachers for Inner City Schools ED 058 172		
25	Dec. 1971	Systems Analysis in Education ED 058 171		
26	Jan. 1972	Community Colleges		
27	March 1972	School Discipline ED 064 771		
28	May 1972	Early Childhood Education ED 069 366	(o/p)	
29	June 1972	Teacher Evaluation ED 069 607	(o/p)	
30	Oct. 1972	Intercultural Education -- Indians and Eskimos of North America	(o/p)	
31	Dec. 1972	Community Schools ED 086 695	(o/p)	
32	Feb. 1973	Principals and Vice-Principals	(o/p)	
33	April 1973	Tenure ED 077 863		
34	May 1973	Teacher Autonomy and Teacher Decision Making ED 077 864	(o/p)	
35	June 1973	Paraprofessional School Personnel	(o/p)	
36	Sept. 1973	Differentiated Staffing	(o/p)	
37	Oct. 1973	Secondary Education	(o/p)	
38	Nov. 1973	Independent Study		
39	Dec. 1973	The Practicum in Teacher Education		
40	Jan. 1974	Microteaching		
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43	April 1974	Elementary Education ED 099 144		
44	May 1974	Moral and Values Education ED 097 269		

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45	June 1974	Behaviour Modification ED 102 316		
46	Sept. 1974	Work Experience and Cooperative Education Programs ED 102 315		
47	Oct. 1974	Education Finance in Canada -		
48	Nov. 1974	Curriculum Development in Canada	(o/p)	
49	Jan. 1975	School Discipline ED 105 608		
50	Feb. 1975	Junior High and Middle Schools ED 105 607		
51	Mar. 1975	Principals and Vice-Principals ED 114 995		
52	May 1975	Teacher Evaluation ED 110 447		
53	June 1975	Continuing Education for Teachers ED 115 652		
54	Oct. 1975	Tenure		
55	Nov. 1975	Teacher Education Programs for Native People ED 120 173		
56	May 1976	Open Area Schools ED 127 303		
57	Sept. 1976	Industrial Relations in Canada		
58	Oct. 1976	Pre-Service Teacher Education in Canada	(o/p)	
59	Jan. 1977	Evaluation of Student Teachers ED 137 226	(o/p)	
60	Feb. 1977	Community Schools		
61	Sept. 1977	Pupil Transportation and School Bus Safety in Canada ED 149 472		
62	March 1978	Education Finance in Canada ED 154 538		
63	May 1978	Teacher Workload ED 161 827		
64	July 1978	Selection of Teachers and Student Teachers ED 178 462		
65	August 1978	Principals and Vice-Principals ED 168 163	(o/p)	
66	Oct. 1978	Tenure ED 168 173		
67	Nov. 1978	School Year Plans ED 170 875		
68	Dec. 1978	Decisionmaking in Education ED 170 934		
69	April 1979	Mastery Learning ED 171 682		
70	Sept. 1979	Teaching French as a Second Language in Canada ED 191 294		
71	June 1980	Part-Time and Substitute Teaching		
72	July 1980	Declining Enrolment		
73	Sept. 1980	Special Education in Canada - Bilingual ED 210 865		
74	Dec. 1981	Teacher and Administrator Evaluation ED 214 900		
75	Sept. 1982	Teacher Stress ED 222 459		
76	April 1983	Principals and Vice-Principals ED 233 503		
77	May 1984	Teacher Effectiveness Research Part I - General Works ED 249 192		
78	May 1984	Teacher Effectiveness Research Part II - Specific Topics ED 249 193		
79	Nov. 1985	Job Sharing for Teachers		
80	Feb. 1986	Testing and Evaluation of Student Achievement in Canada Bilingual		

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BIBLIOGRAPHIES EN ÉDUCATION

No. 80

ADMINISTRATION DE TESTS ET ÉVALUATION DU RENDEMENT DES ÉLÈVES AU CANADA

Février 1986

Fédération canadienne des enseignantes
et des enseignants
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ADMINISTRATION DE TESTS ET ÉVALUATION DU RENDEMENT DES ÉLÈVES AU CANADA

La présente bibliographie réunit des titres d'ouvrages parus au Canada entre 1976 et 1984 dans le domaine de l'administration de tests et de l'évaluation du rendement des élèves. Y figurent également certains ouvrages antérieurs d'importance. Dressées par ordre alphabétique, les entrées sont classifiées par sous-rubriques et sont accompagnées d'annotations, lorsqu'il y a lieu.

Puisqu'il existe un nombre important de titres français dans ce domaine, les entrées françaises sont imprimées à part, au lieu d'être répandues parmi les entrées anglaises, comme dans les bibliographies antérieures. Une publication recto verso a donc semblé préférable. Il est à noter, cependant, que la numérotation des entrées ne recommence pas au début de la section française, mais se poursuit à partir du dernier numéro dans la section anglaise.

Les sources suivantes ont été consultées dans l'établissement de la bibliographie: Annuaire d'études en éducation au Canada (ACE), Eduq: Bibliographie analytique sur l'éducation au Québec (Ministère de l'Éducation du Québec), Point de repère (Bibliothèque nationale du Québec), Radar (Bibliothèque nationale du Québec), et Répertoire canadien sur l'éducation (ACE).

La bibliothèque de la FCE possède les livres et articles indiqués d'un astérisque.

Geraldine Gilliss et Marita Moll, de la bibliothèque commémorative George G. Croskery, ont constitué la présente bibliographie. Ghyslaine Faubert a travaillé à la section française.

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Livres et brochures

767. Association des institutions d'enseignement secondaire. Semaine pédagogique nationale de la Direction générale du développement pédagogique, rapports des ateliers; II: La mesure et l'évaluation des apprentissages. Montréal, Qué.: octobre 1979. 119p.

768. Association des institutions d'enseignement secondaire. Tests diagnostiques: français - mathématiques, secondaire I-II. Montréal, Qué.: octobre 1979. 41p.

769. Bernard, Huguette, et al. Guide docimologique. Montréal, Qué.: Association des institutions d'enseignement secondaire, septembre 1973. 154p.

Étude de divers instruments de mesure de l'apprentissage.

770. Bernier, Jean-Jacques. Théorie des tests -- principes et techniques de base. Chicoutimi, Qué.: Gaétan Morin, éditeur, 1984. xii + 275p.

771. Breton, Lise, et Jean-Luc Roy. L'évaluation de l'apprentissage. Bibliographie annotée. Montréal, Qué.: Centre d'animation, de développement et de recherche en éducation, avril 1981. 63p.

772. Bruneau, Claude, et al. Tests diagnostiques en français (accord du verbe). Montréal, Qué.: Association des institutions d'enseignement secondaire, n.d. n.p. (Ensemble de feuilles mobiles sous pochette).

773. Carbonneau, Michel. L'évaluation au primaire et dans les milieux défavorisés. Montréal, Qué.: Université de Montréal, 1978. 56p.

774. Chanut, Jean-Pierre, et al. Prédictivité d'une batterie de tests de fonctionnement intellectuel. Rimouski, Qué.: Université du Québec à Rimouski, Étude effectuée par des membres du personnel, juin 1971.

Orientation scolaire -- prédiction du type d'études secondaires et collégiales à entreprendre par des élèves de 13 à 15 ans et de leurs chances de succès dans ces études.

775. Charbonneau, Robert. Préparation et préexpérimentation d'un test diagnostique sur la notion de carte (descriptions méthodologiques). Montréal, Qué.: Université de Montréal, Étude effectuée par un membre du personnel, juin 1971. 78p.

Cette étude constitue une étape d'un programme de recherche à long terme portant sur l'enseignement de la géographie au palier préuniversitaire. En l'occurrence, il s'agit d'une étape du processus de validation d'un test diagnostique.

*776. Desjarlais, Lionel. L'évaluation du rendement scolaire pour les cycles intermédiaire et supérieur. Toronto, Ont.: Ministère de l'Éducation, novembre 1978. 151p.

Cette étude cherchait à évaluer la disponibilité des tests normalisés commerciaux pouvant servir aux unités d'apprentissage du français aux cycles intermédiaire et supérieur. On a également recensé les tests et articles disponibles en anglais qui se prêtaient à la traduction et à l'adaptation.

777. Dubuc, Renée. Évaluer pour qui? pourquoi? Montréal, Qué.: Cégep de Rosemont, février 1979. 52p.

778. Dufresne, Raymond. Système d'évaluation des cours; la banque d'items. Québec: Université Laval, Service de pédagogie universitaire, avril 1977. 101p.

779. Dufresne, Raymond. Système d'évaluation des cours; guide d'élaboration de questions spéciales. Québec: Université Laval, Service de pédagogie universitaire, janvier 1979. 21p.

780. Dufresne, Raymond. Système d'évaluation des cours; guide d'utilisation de la banque d'items. Québec: Université Laval, Service de pédagogie universitaire, avril 1977. 37p.

*781. Fédération canadienne des enseignants. Compte rendu du second colloque national sur les programmes d'évaluation des élèves à l'échelle provinciale. Ottawa, Ont.: FCE, 1981. 16p.

Ce compte rendu est la version révisée des exposés présentés au colloque d'octobre 1980. Chaque chapitre décrit un aspect des programmes d'évaluation et se termine par des suggestions qui, utilisées dans le cadre d'ateliers pour le personnel enseignant, pourraient aider les participants à établir des liens entre l'incidence des programmes d'évaluation des élèves à l'échelle provinciale et leurs expériences quotidiennes en classe.

*782. Fédération canadienne des enseignants. Programmes d'évaluation des élèves à l'échelle provinciale -- la réaction des enseignants. Ottawa, Ont.: FCE, 1980. 43p.

Cette version révisée des communications présentées lors du colloque de 1980 comprend une description des programmes d'évaluation en vigueur dans l'ensemble du Canada, une analyse du processus d'évaluation et de la bureaucratie dans laquelle il baigne, et un appel aux organisations de la profession enseignante pour qu'elles réagissent au défi extrinsèque des programmes d'évaluation en recourant à la négociation collective pour protéger le droit de ses membres à l'exercice de fonctions professionnelles.

*783. Fédération canadienne des enseignants. Les programmes provinciaux d'évaluation des élèves: document de travail. Ottawa, Ont.: FCE, avril 1982. 6p.

Ce document de travail signale les problèmes auxquels font face le personnel enseignant et les élèves du fait que les ministères de l'Éducation ont de plus en plus tendance à employer des programmes d'évaluation des élèves à l'échelle provinciale et territoriale. Les recommandations qui y sont présentées favoriseraient un plus grand apport des membres de la profession enseignante et de leurs organisations aux programmes d'évaluation des élèves.

*784. Fontaine, Barry E., et Lionel Bruneau (co-président). Rapport du Comité ministériel sur la mesure et l'évaluation dans la province. Fredericton, N.-B.: Ministère de l'Éducation, 1976. 76p.

Le mandat du Comité était: 1) d'étudier la reddition de comptes par rapport à la compétence provinciale en matière d'éducation et de présenter des recommandations quant aux moyens d'atteindre ce but grâce aux programmes d'évaluation provinciaux; 2) de faire des recommandations sur les besoins courants pouvant être satisfaits par un programme d'examens provinciaux; 3) faire des recommandations relativement à un comité consultatif provincial de l'éducation. Une des principales recommandations du Comité concernait la mise sur pied par la province d'un programme annuel d'examens critériés pour les élèves de 5^{e}, de 8^{e} et de 11^{e} années, fondé sur des objectifs établis par consensus et accordant la priorité à l'enseignement de la langue première et des mathématiques.

785. Fontaine, France. *Dossier sur l'évaluation*. Montréal, Qué.: Université de Montréal, Service pédagogique, 1979. 122p.

786. Gauvin, Roger. *Le 60 %: qui paie la note? A la recherche d'une problématique et d'actions significatives visant à inciter les agents d'éducation à considérer la note de passage comme un impératif pédagogique plutôt qu'administratif*. Montréal, Qué.: Association des institutions d'enseignement secondaire, octobre 1982. 22p.

787. Institut national de la recherche scientifique-Éducation. *Le test PERPE présenté par un groupe de chercheurs de l'INRS-Éducation*. Sainte-Foy, Qué.: Institut national de la recherche scientifique-Éducation, [s.d.] 84p.

788. *Instruments de mesure utilisés dans le cadre de l'évaluation normative*. Québec: Direction générale de l'enseignement élémentaire et secondaire, Service de mesure et d'évaluation, 1977. 15p.

789. LeBlanc, Lucie, et al. *Tests diagnostiques en mathématiques (fractions ordinaires et nombres décimaux)*. Montréal, Qué.: Association des institutions d'enseignement secondaire, n.d. n.p. (Ensemble de feuilles mobiles sous pochette).

790. Lemire, Paul, et al. *ICIME: inventaire critique des instruments de mesure en éducation: méthode générale d'analyse critique des instruments de mesure en éducation*. Québec: Direction générale du développement pédagogique, Direction de la mesure et de l'évaluation des apprentissages, 1978. 69p.

791. Maheu, Robert, et Daniel Maisonneuve. *La progression des élèves au secondaire et au collégial; premiers résultats: 1976 à 1981*. Québec: Ministère de l'Éducation, août 1982. 59p.

792. Maurice, P. *Relations entre l'efficacité de mouvement et la capacité d'apprentissage chez des enfants de maternelle*. Sherbrooke, Qué.: Université de Sherbrooke, Étude faite par un membre du personnel, 1973.

> Chez un groupe de 50 enfants de maternelle, on établit une corrélation entre des mesures d'efficacité de mouvement de maturité générale et un prédicteur du rendement scolaire.

*793. McLean, Leslie D. L'évaluation des élèves au Canada: un métier. Toronto, Ont.: Association canadienne d'éducation, 1985. 67p.

Cet ouvrage rapporte à quelles fins les employeurs et les autorités chargées de l'admission à l'université utilisent les résultats scolaires du cycle secondaire. Il comprend une synthèse des renseignements tirés d'études antérieures et d'entrevues menées auprès d'enseignants en exercice, de directeurs et d'autorités des districts scolaires et des ministères de l'Éducation de six provinces. L'auteur conclut que l'on néglige l'évaluation des élèves, en tant que compétence, et que celle-ci a peu de rapport avec le programme scolaire. Il recommande que les systèmes d'éducation accordent plus d'importance à l'évaluation dans les activités de perfectionnement professionnel et de supervision, et qu'ils préparent du matériel publicitaire pour faire connaître aux employeurs et au grand public la façon dont les élèves sont évalués et la signification des résultats scolaires.

794. Morrisette, Dominique. Les examens de rendement scolaire. Comment les préparer et comment les administrer. Québec: Les Presses de l'Université Laval, 1979. 390p.

Dans ce volume, l'auteur traite surtout des règles d'élaboration des examens. Il en présente le principe de base, c'est-à-dire le principe de congruence, puis il définit les règles générales. Les tests objectifs et subjectifs sont alors analysés et comparés. Ensuite l'auteur explique en détail la marche à suivre pour la préparation des examens objectifs et subjectifs, de même que des instruments d'observation. Ces conseils techniques sont ensuite placés dans un cadre théorique plus général. C'est ainsi qu'il présente la mesure du rendement scolaire dans son contexte de prise de décision selon les fonctions pédagogiques, administratives et sélectives. Il explique aussi les concepts de validité et de fidélité, et établit les différentes démarches de la planification d'un examen. On y retrouve une méthode d'analyse d'items très claire et accessible à l'enseignant. Ce livre est un document de base pour qui veut s'initier aux principes et à la procédure des examens de rendement scolaire.

795. Morissette, Dominique. Les examens de rendement scolaire: comment les préparer et comment les administrer; stages de perfectionnement 1982. Montréal, Qué.: Association des institutions d'enseignement secondaire, juin 1982. 71p.

796. Mougeon, Raymond. Le français et l'anglais écrit des élèves franco-ontariens. Toronto, Ont.: Ministère de l'Éducation, avril 1981. 141p.

Cette étude présente une analyse détaillée et un inventaire des erreurs contenues dans les compositions anglaises et françaises d'un échantillon provincial de 100 élèves franco-ontariens de 12^{e} et 13^{e} années (dans le cadre de l'Étude sur la transition du niveau secondaire au niveau postsecondaire menée en 1976). Sont incluses les compositions écrites en français et en anglais par différents élèves ainsi que celles écrites dans les deux langues par les mêmes élèves. L'analyse comparative de la réussite en composition française et anglaise, par rapport au groupe qui cumule la rédaction dans les deux langues, a révélé que pour tous les types d'erreurs, qui sont comparables quelle que soit la langue, les élèves ont commis une proportion égale ou supérieure de fautes dans leurs compositions françaises.

797. Mougeon, Raymond, et al. Analyse de la compétence en français écrit d'élèves franco-ontariens de 12ème et de 13ème années. Toronto, Ont.: Ministère de l'Éducation, janvier 1977. 43p.

Ce rapport présente les résultats d'une analyse du français écrit d'élèves de 13^{e} année fréquentant des écoles de langue française en Ontario.

798. Nadeau, G.G. Étude corrélationnelle et analyse d'item des tests SACU pour les étudiants francophones des Provinces Maritimes et du Nouveau-Brunswick avec certaines comparaisons avec les étudiants francophones du Québec et de l'Ontario. Moncton, N.-B.: Université de Moncton, 1973. 246p.

799. Nouveau mode de gestion des tests relatifs au développement général des élèves du niveau secondaire. Québec: Direction générale du développement pédagogique, janvier 1980. 8p.

*800. Nyberg, Verner R. et Brigitte Lee. Évaluation du rendement scolaire des trois dernières années des écoles secondaires du Canada. Toronto, Ont: L'Association canadienne d'éducation, 1978. 60p.

Cette étude offre un aperçu global des résultats obtenus par les diplômés des écoles secondaires au Canada. On a demandé aux ministères de l'Éducation de fournir des renseignements sur les pratiques relatives aux examens ministériels de 1960 à nos jours. Un questionnaire a été envoyé à un échantillon de hauts fonctionnaires du système d'éducation canadien pour qu'ils répondent aux questions suivantes: 1) Quelles méthodes sont actuellement utilisées dans les écoles pour déterminer la réussite des élèves au cours des trois dernières années du secondaire? 2) Quelle procédure sert à la prise des décisions relatives aux programmes d'études? 3) Quels changements ont été apportés aux critères de réussite au cours des dix et des vingt dernières années? 4) Existe-t-il un sentiment de satisfaction ou d'insatisfaction quant aux pratiques de notation des élèves du secondaire de cycle supérieur? Pendant que ces deux études étaient menées, les recherchistes ont passé en revue les documents de recherche sur les critères de réussite à tous les paliers.

801. Objectifs d'apprentissage dans l'optique de la mesure et de l'évaluation. Québec: Direction générale de l'enseignement élémentaire et secondaire, Service de mesure et d'évaluation, 1976. 16p.

*802. O'Bryan, K.G. Le projet de dépistage précoce. Toronto, Ont.: Ministère de l'Éducation, 1976. 121p.

Même si le projet de dépistage précoce Windsor (PDPW) avait obtenu un succès considérable en tant que moyen efficace et peu coûteux pour repérer dès la maternelle les enfants et ceux ayant une capacité remarquable à risque élevé, son utilité pour les enfants débutant ou terminant la prématernelle était relativement peu connue. De plus, les progrès ultérieurs des enfants dépistés trois années auparavant n'avaient pas été évalués. Les résultats de cette étude de suivi ont montré que le PDPW possédait des caractéristiques longitudinales fiables ainsi qu'une bonne valeur de prédiction. Il a été établi que la batterie actuelle de tests d'évaluation du PDPW ne convenait pas aux enfants de la prématernelle.

803. Ontario. Ministère de l'Éducation. La banque d'instruments de mesure de l'Ontario: un outil articulé sur les programmes conçu pour faciliter l'évaluation. (Bulletins d'études et d'évaluations, v1, n1). Toronto, Ont.: Ministère de l'Éducation, 1979. 51p.

804. Ouellet, André. L'évaluation créative: une approche systématique des valeurs. Sillery, Qué.: Presses de l'Université du Québec, 1983. xv, 411p.

805. Pouliot, René A. L'évaluation au primaire. Montréal, Qué.: Ministère de l'Éducation, Direction régionale de Montréal, janvier 1983. 8p.

*806. Québec (Province). Conseil supérieur de l'éducation. L'évaluation, situation actuelle et voies de développement: rapport 1982-1983 sur l'état et les besoins de l'éducation. Québec: Conseil supérieur de l'éducation, 1983. 132p.

Dans ce document, l'intention fondamentale du Conseil est de réfléchir sur l'évaluation dans le système d'éducation, d'indiquer où en est l'état de la pratique de l'évaluation, quelles en sont les tendances majeures, quels sont les effets concrets de l'évaluation ou de son absence sur l'enseignement, quels obstacles se posent à l'évaluation, quelles attentes envers l'évaluation nourrissent le milieu de l'éducation et enfin quelles voies de développement on peut envisager pour cette fonction majeure du système d'éducation.

807. Québec (Province). Ministère de l'Éducation. Conseils pratiques pour la construction d'un instrument de mesure.

808. Québec (Province). Ministère de l'Éducation. Document de réflexion -- "60 % de quoi?"; réflexion sur la notation, la consignation et la transmission des résultats scolaires d'évaluation sommative. Classe de secondaire. Québec: 1983.

*809. Québec (Province). Ministère de l'Éducation. Éléments de docimologie Fascicule 1, L'évaluation pédagogique: une démarche. Québec: 1984. 21p.

Ce document présente une conception de l'évaluation pédagogique, distingue et illustre les trois étapes de la démarche d'évaluation (mesure, jugement, décision) et décrit deux aspects complémentaires de l'évaluation pédagogique: l'évaluation formative et l'évaluation sommative.

*810. Québec (Province). Ministère de l'Éducation. Éléments de docimologie Fascicule 2, Lexique. Québec: 1984. 43p.

Non seulement existe-t-il un grand nombre de termes se référant à la mesure et à l'évaluation, encore y a-t-il différentes définitions pour chacun de ces termes. Le lexique rassemble les principaux termes utilisés dans la série Éléments de docimologie et les définit selon le cadre théorique présenté dans le fascicule portant sur l'évaluation pédagogique.

*811. Québec (Province). Ministère de l'Éducation. Éléments de docimologie Fascicule 3, L'évaluation formative. Québec: 1984. 93p.

Ce fascicule clarifie les concepts et présente de façon détaillée les étapes à réaliser dans une démarche d'évaluation formative. On y trouve de nombreux exemples concrétisant cette démarche qui vise à favoriser la progression constante des apprentissages.

812. Québec (Province). Ministère de l'Éducation. *L'évaluation dans le système d'éducation: document de travail*. Québec: Ministère de l'Éducation, Secteur de la planification, 1982. 142p.

*813. Québec (Province). Ministère de l'Éducation. *L'évaluation dans le système éducatif. Cadre général et perspectives de développement*. Québec: 1983.

> Ce document comprend six chapitres. Il traite successivement de l'évaluation dans le réseau de l'éducation préscolaire et de l'enseignement primaire et secondaire (chapitre 1er), de l'évaluation dans le réseau collégial (chapitre 2e), de l'évaluation dans le réseau universitaire (chapitre 3e), de l'évaluation dans les services de formation continue (chapitre 4e) et de l'évaluation au ministère de l'Éducation (chapitre 5e). Le dernier chapitre (6e) pose, en conclusion, quelques jalons d'une description et d'une analyse de ce qui caractérise l'ensemble du système en matière d'évaluation. Dans chacun des chapitre I à V, on fait l'examen: a) du cadre légal et réglementaire de l'évaluation; b) des pratiques d'évaluation des principaux agents; c) de l'esprit et de la logique de ces règles et de ces pratiques; d) des éléments à clarifier ou à explorer, puis des voies d'action retenues. Tout au long du document se dessine et s'explicite le cadre général des perspectives et des pratiques de l'évaluation dans le système éducatif québécois. Il se présente comme une référence et une inspiration communes à tous les responsables et agents des différents réseaux et du ministère de l'Éducation.

814. Québec (Province). Ministère de l'Éducation. *L'évaluation pédagogique à l'école: une partie intégrante de l'apprentissage, une responsabilité partagée*. Série de dépliants. Québec: 1981.

815. Québec (Province). Ministère de l'Éducation. *Guide d'évaluation en classe primaire. Introduction générale*. Québec: 1983.

*816. Québec (Province). Ministère de l'Éducation. *Guide pour la préparation d'une épreuve d'évaluation sommative en éducation économique*. Québec: 1985. 13p.

> Le but de ce document est d'annoncer les éléments essentiels et représentatifs du programme d'études d'éducation économique qui feront l'objet d'une évaluation sommative, en fin de programme, devant servir à la sanction des études et à l'évaluation du programme.

*817. Québec (Province). Ministère de l'Éducation. Politique générale d'évaluation pédagogiue: secteur du préscolaire, du primaire et du secondaire. Québec: Ministère de l'Éducation, septembre 1981. 23p.

> Ce document de réflexion comprend deux parties distinctes. La première se veut un cadre théorique. Elle explicite les principes directeurs et propose des hypothèses de travail. La deuxième, d'aspect plus schématique, reprend sous forme de tableaux les principes définis antérieurement. De plus, elle fait ressortir certaines des implications qui en découlent tant pour les organismes scolaires que pour le ministère.

818. Québec (Province). Ministère de l'Éducation. Réflexion sur la notation, la consignation et la transmission des résultats scolaires d'évaluation formative et d'évaluation sommative: classes du primaire; document de réflexion. 1983. 71p.

819. Québec (Province). Ministère de l'Éducation. Renseignements concernant le nouveau mode de gestion des tests. Année scolaire 1983-1984. Québec: juin 1983.

820. Québec (Province). Ministère de l'Éducation. Renseignements concernant le programme d'évaluation de fin de cycle. Québec: 1981.

*821. Québec (Province). Ministère de l'Éducation. Synthèse de la consultation et compte rendu du mini-colloque en évaluation pédagogique portant sur le document de réflexion "60% de quoi?" du secondaire. Québec: 1984.

> A la suite du rapport sur la consultation portant sur le document de réflexion "60% de quoi?" pour les classes du secondaire, la Direction de l'évaluation pédagogique a jugé nécessaire de réunir divers agents de l'éducation afin de faire le point sur certaines questions litigieuses du document. Soixante personnes avaient été mandatées par des associations, des universités, des directions régionales, des commissions scolaires, des institutions ou des directions de la Direction générale du développement pédagogique ou de la Direction générale des réseaux pour participer à un mini-colloque d'une durée de deux jours. Ce document présente les délibérations du mini-colloque.

822. Scallon, Gérard. L'évaluation formative: un outil au service de l'enseignement et de l'apprentissage. Québec: Université Laval, Faculté des sciences de l'éducation, janvier 1980. 39p.

823. Tardif, Yves W. Test de compréhension du français (test de closure); guide d'utilisation (version préliminaire). Montréal, Qué.: Association des institutions d'enseignement secondaire, décembre 1977. 39p.

824. Tousignant, Robert. Les principes de la mesure et de l'évaluation des apprentissages. Québec: Éditions Préfontaine inc., 1982. 225p.

825. Wells, T.L. L'évolution du rendement de l'élève. Toronto, Ont.: Ministère de l'Éducation, 1976. 122p.

Articles de périodiques

826. A la recherche de nouveaux modes d'évaluation. Pédagogie ouverte, v5, n1, p25-26 octobre 1979.

827. Achim, Pierre et Christophe Hopper. Dossier évaluation - évaluer: comprendre pour décider. Québec français, n30, p16-19 mai 1978.

828. Allal, Linda. Évaluation formative: entre l'intuition et l'instrumentation. Mesure et évaluation en éducation, v6, n5, p37-57 décembre 1983.

Proposition d'une diversification des stratégies d'évaluation formative, fondée sur divers points d'articulation.

*829. Beaulieu, Ginette. L'évaluation: la clé de l'évolution: développer plutôt que comparer. La revue scolaire, v28, n6, p15-16 juin-juillet 1978.

Cet article traite du rôle du ministère de l'Éducation en ce qui concerne l'évaluation des élèves. L'auteure définit divers modes d'évaluation des apprentissages: à savoir, l'évaluation critériée, l'évaluation formative et l'évaluation normative. Elle décrit enfin deux projets d'évaluation innovateurs menés au primaire et au secondaire.

830. Bégin, Yves. Du concept d'aptitude au concept de prérequis. Bulletin de l'Association mathématique du Québec, v20, n1, p3-10 mars 1980.

831. Bélanger, Odette. Modification du rendement et de la coopération en mathématiques par un programme d'entraînement incluant une technique de renforcement et l'enseignement de précision. La Technologie du comportement, v6, n2, p121-143 automne 1982.

*832. Bernier, Jean-Jacques. Le passage du primaire au secondaire: un problème de placement. Revue des sciences de l'éducation, v5, n3, p433-439 automne 1979.

Même si le principe de l'existence de différences individuelles fonde la création de rythmes d'apprentissage différents, on doit s'interroger sur la valeur et l'utilité d'une telle procédure qui permet à certains étudiants de profiter d'un programme allégé. Quel est le degré de pertinence des critères? A quoi sert vraiment ce classement? A quel besoin répond-t-il et surtout s'agit-il vraiment de classement? Ces interrogations permettent de poser le problème de traité dans cette étude.

833. Blois, Jacques De, et al. La technique de closure et ses applications. Mesure et évaluation en éducation, v6, n2, p33-34 mars 1983.

834. Boisclair, Noëlange. La transformation des notes au secondaire V: une modération et une conversion. Bulletin de l'Association mathématique du Québec, v18, n1, p31-48 1978.

835. Boisvert, Marie-Thérèse. Réflexions sur les effets secondaires de la pratique de la mesure et de l'évaluation. Québec français, n30, p25-28 mai 1978.

836. Bussière, Louise, et al. L'élaboration des épreuves de fin de cycle au ministère de l'Éducation du Québec. Mesure et évaluation en éducation, v6, n3, p134-142, 144 mars 1983.

*837. Carbonneau, Michel et Michel Trahan. Le système québécois d'évaluation au niveau primaire: exploration des pénalisations possibles pour les étudiants des milieux défavorisés. Revue des sciences de l'éducation, v6, n2, p[231]-248 printemps 1980.

Résultat d'une analyse théorique dont l'objectif était de découvrir si le système formel d'évaluation au niveau primaire risque de pénaliser les enfants des milieux défavorisés! Le présent texte, délibérément partial, formule différentes hypothèses concernant divers aspects de l'évaluation, éventuellement pénalisants pour lesdits milieux. Ainsi, les pénalités potentielles liées à l'utilisation de l'intelligence et de l'apprentissage en tant qu'objets d'évaluation sont discutées et illustrées par l'analyse de tests en usage dans le système scolaire québécois. De même, la priorité accordée à l'évaluation au service des décisions administratives par rapport à l'évaluation au service des apprentissages est établie clairement de même que les conséquences négatives de l'utilisation massive des résultats de l'évaluation pour des décisions administratives. Plus loin, l'approche normative est présentée comme la plus susceptible de pénaliser systématiquement les étudiants des milieux défavorisés alors que l'approche critériée semble moins contribuer à amplifier leur marginalité. Enfin, les implications d'une centralisation pédagogique sont analysées.

838. Cardinet, Jean. Quelques directions de progrès possible dans l'appréciation du travail des élèves. Mesure et évaluation en éducation, v6, n5, p5-35 décembre 1983.

Les distinctions fondamentales dont il faut tenir compte si on veut améliorer l'évaluation scolaire au niveau primaire, d'après une recherche menée en Suisse.

839. Cardinet, Jean. Quels objectifs pédagogiques contrôler? Mesure et évaluation en éducation, v7, n1, p5-30 printemps 1984.

840. Caron, Yves. Comment prédire le succès scolaire? Orientation professionnelle, v13, n1, p34-40 printemps 1977.

841. Darveau, Paul. Comparaison de l'efficacité de divers modèles d'évaluation formative sur le rendement scolaire des étudiants. Mesure et évaluation en éducation, v6, n2, p45,68 mars 1983.

842. Dassa, Clément. Les principes sous-tendant les transformations des notes scolaires. Mesure et évaluation en éducation, v6, n2, p54 mars 1983.

843. Deschênes, Gilles. La mesure et l'évaluation dans le cadre de diverses approches pédagogiques. Mesure et évaluation en éducation, v6, n3, p106-122,143 mars 1983.

844. Descôteaux, Marie-Sylvie, et Nicole Lirette. Présentation du guide d'évaluation en classe. Mesure et évaluation en éducation, v6, n3, p123-133 mars 1983.

845. Desruisseaux, Jean-Claude, et Carmel Devaux. Effets des techniques de relaxation sur la performance en milieu scolaire. Mesure et évaluation en éducation, v7, n3, p25-44 automne 1984.

*846. Dufour, Marc. L'enseignant: premier responsable de l'évaluation. Informeq, n54, p3 février 1981.

Selon Roger Thériault, directeur général de la Direction générale du développement pédagogique, la nouvelle politique sur l'évaluation pédagogique qui vient d'être rendue publique a pour but de mieux définir ce qu'est l'évaluation. Elle détermine le rôle des divers agents de l'éducation dans ce domaine et explique comment les principaux intervenants devront assumer leurs responsabilités. Cette politique précise que l'évaluation est partie intégrante de l'enseignement et que l'enseignant en est le premier responsable.

*847. Dufour, Marc. Le principe de la note de passage à 60 p. 100 n'est pas remis en question. Informeq, n68, p3 juin-juillet 1982.

*848. Dufour, Marc. La réussite scolaire: une préoccupation du ministère. Informeq, n63, p11-13 janvier 1982.

Dans cet article, Paul Vachon, directeur de l'Évaluation pédagogique du ministère de l'Éducation, aborde la question de l'échec scolaire. Il souligne que ce phénomène mondial préoccupe la plupart des États. Selon lui, rien ne justifie l'opinion selon laquelle l'échec scolaire est lié aux examens uniformes que prépare le ministère. Il décrit les diverses étapes d'élaboration de ces examens et souligne leur utilité pour connaître la situation des apprentissages. Il indique les principales caractéristiques de deux techniques de transformation des résultats: la conversion et la modération. Il traite enfin du nouveau régime pédagogique du secondaire qui accordera la priorité à l'évaluation formative.

*849. Duhaime, Clément. Erreurs dans les examens: aucun élève n'a été pénalisé et le Ministre exigera plus de rigueur. Informeq, n29, p5 août-septembre 1978.

Cet article décrit les nombreuses étapes de préparation des examens ministériels uniformes que doivent subir les élèves qui terminent le secondaire et explique comment des erreurs se sont glissées dans six examens.

850. Fontaine, France. Évaluer? Mesurer?. Pédagogiques, v1, n3, p8-17 septembre 1976.

851. Fortier, Gabriel et Maurice Parent. La perception de l'environnement des personnes et le rendement scolaire: étude de validation. La Revue canadienne de psycho-éducation, v12, n2, p93-101 1983.

La relation entre le rendement scolaire de l'étudiant (niveau secondaire) et sa perception des adultes et des pairs environnants; validation d'un instrument de mesure.

852. Génier, Gilles. Un système informatique de contrôle de l'apprentissage. Pédagogiques, v2, n2, p7-10 avril 1977.

853. Gingras, Paul-Émile. Le livre vert et l'évaluation. Prospectives, v14, nos1-2, p61-65 février-avril 1978.

*854. Girard, Richard et al. Analyse d'erreurs conceptuelles dans le cadre de l'évaluation formative de l'apprentissage de concepts. Revue canadienne de l'éducation, v8, n2, p174-187 1983.

Le but de cette étude est de démontrer que, dans un contexte d'évaluation formative, un instrument de mesure construit selon le modèle diagnostique développé par Suzan Markle et Philip Tieman (1969) est suffisamment sensible et suffisamment fiable pour détecter des erreurs conceptuelles susceptibles d'être commises par un élève au début de l'apprentissage d'un concept. Les résultats d'un échantillon de 180 élèves de sixième année, soumis à trois modalités d'enseignement de trois concepts différents, permettent de montrer que les erreurs conceptuelles telles que la surgénéralisation et la sousgénéralisation sont étroitement associées à des caractéristiques spécifiques de l'enseignement. De plus, le lien entre des erreurs conceptuelles, d'une part, et des caractéristiques de l'enseignement, d'autre part, est relativement indépendant de facteurs tels que le type de concept enseigné ou le niveau d'habileté analytique des sujets.

855. Hein, George E. Les tests de rendement et la pédagogie ouverte. Pédagogie ouverte, v5, n2, p2-9 décembre 1979. aussi Langue et culture, v11, n2, p12-23 printemps 1982.

856. Kenyon, Dr. John. Analyse de "La docimologie" de Jean Vachon. Mesure en éducation, v3, n3, p74-78 septembre 1980.

857. Labarre, Lise. Lettre du mois: J'ai raté mon examen. Vidéo-presse, v7, n5, p23 janvier 1978.

*858. Labrecque, René. L'énoncé sur l'évaluation pédagogique prolongement de l'école québécoise. Informeq, n54, p3-4 février 1981.

L'auteur présente ce document que publie la Direction de l'évaluation pédagogique du ministère de l'Éducation. L'énoncé définit les concepts fondamentaux de l'évaluation, aborde les rôles des divers agents d'éducation (école, commission scolaire et ministère), explicite le rôle du ministère et les notions d'évaluation formative et d'évaluation sommative, décrit le bilan fonctionnel de l'élève, et présente des formulaires d'évaluation ainsi que divers outils de formation.

*859. Labrecque, René. Nouveaux tests pour les élèves: enseignement primaire et secondaire. Informeq, n59, p21 août-septembre 1981.

L'auteur traite d'un dépliant du ministère de l'Éducation qui présente des tests destinés aux élèves du primaire et du secondaire. Ces tests facultatifs qui évaluent le développement général ont pour but de fournir aux conseillers d'orientation, aux psychologues, aux administrateurs scolaires et aux enseignants les renseignements nécessaires pour favoriser l'orientation des élèves, déceler leurs déficiences et leurs difficultés.

860. Lamarre, Marcel, et al. Les examens de fin d'études secondaires. Québec français, n30, p30-32 mai 1978.

861. Lapointe, Claude et Auguste Mollica. Prédiction du rendement scolaire à partir des résultats obtenus à une batterie de tests d'aptitudes. L'orientation professionnelle, v14, n1, p7-24 printemps 1978.

862. Laporte, Pierre, et al. L'évaluation des apprentissages. Dimensions, v5, n3, p7-14+ avril 1984.

Dossier: la conception que les enseignants se font de l'évaluation des apprentissages; les concepts de base en mesure et en évaluation; la politique de la CECM à cet égard; une évaluation conforme aux nouveaux programmes; influence de l'évaluation sur l'apprentissage.

863. Laveault, Dany. Problèmes liés à l'évaluation interculturelle. Mesure et évaluation en éducation, v6, n2, p79-84, 87-91 mars 1983.

864. Laviolette, Yves et Jacques René. Méthodes d'évaluation des habiletés à la communication écrite. Québec français, n30, p22-24 mai 1978.

*865. L'évaluation des élèves: une responsabilité partagée. Informeq, numéro spécial, p25 février 20, 1979.

Cet article mentionne les différents moyens d'intervention du ministère de l'Éducation en matière d'évaluation. Le ministère favorise le recours à des formules diversifiées de mesure et d'évaluation qui permettront de se rendre compte des acquis, de la formation personnelle, des capacités d'analyse et de synthèse des élèves.

866. Les enseignants et le ministère préparent des tests pour la Banque d'instruments de mesure de l'Ontario. Éducation Ontario, v1, n1, p[6] n.d.

*867. Lirette, Nicole. Le guide d'évaluation en classe au primaire. Vie pédagogique, n27, p43-45 novembre 1983.

Le ministère de l'Éducation met à la disposition des responsables du réseau scolaire primaire un guide d'évaluation en classe (G.E.C.). Le guide n'a pas pour but de fournir une banque d'instruments de mesure; il propose plutôt une démarche d'évaluation formative illustrée par quelques exemples en vue d'aider les enseignants à systématiser, à planifier leur démarche d'évaluation pédagogique et à élaborer leurs propres instruments de mesure.

868. Martin, Lyne. Critères pour évaluer l'habileté à écrire au primaire. Québec français, n46, p68-73 mai 1982.

869. Martineau, Georges. Pour une évaluation actuelle. Mesure et évaluation en éducation, v6, n2, p52-53,62 mars 1983.

870. Masson, Jean-Pierre. Le problème de l'évaluation dans la classe de français au primaire. Québec français, n30, p35-36 mai 1978.

871. Massot, Alain. Destins scolaires des étudiants de secondaire V, une analyse comparative des secteurs français et anglais. Recherches sociographiques, v20, n3, p382-401 1979.

872. Michaud, Pierre. Quel sens faut-il donner à la cote de l'élève? Information, v21, n6, p23-27 mai 1982.

873. Milot, Jean-Guy. L'évaluation - une réalité à cerner. Québec français, n46, p54-58 mai 1982.

874. Morissette, Dominique. La mesure dans un programme à compréhension minimale. Mesure et évaluation en éducation, v6, n5, p59-67 décembre 1983.

Notes inspirées par le livre "Measurement and Evaluation of Learning" d'Arnold J. Lien.

875. Murphy, Douglas. La conception et l'application d'un système d'évaluation individualisé en physique au niveau secondaire. La Technologie du comportement, v2, n2, p169-189 décembre 1978.

*876. Nadeau, Gilles G. Étude corrélationnelle et analyse d'items de test SACU au Canada français. Revue des sciences de l'éducation, v2, n2, p[107]-135 printemps 1976.

La recherche permet d'établir des normes comparatives sur les tests SACU pour les étudiants francophones des provinces maritimes, incluant certaines comparaisons avec les étudiants francophones du Québec et de l'Ontario. A l'aide de cette étude, on mettra au point des méthodes de collecte des données pour des études à venir sur cette population en milieu scolaire et dans les institutions postsecondaires. En conclusion, il faut souligner que les résultats de l'enquête doivent être regardés plutôt comme des hypothèses à vérifier.

*877. Nadeau, Marc-André. Évaluation de l'apprentissage en milieu scolaire: un modèle d'évaluation continue. Revue des sciences de l'éducation, v4, n2, p[205]-221 printemps 1978.

L'article vise d'une part à faciliter la compréhension de certains concepts reliés au domaine de la mesure et de l'évaluation et d'autre part à permettre l'intégration de ces différents concepts dans un modèle d'évaluation continue. On y trouve (1) la définition de concepts de base en mesure et en évaluation, (2) l'identification des caractéristiques propres à différentes formes d'évaluation (critériée, normative, diagnostique), ainsi que celles de différents systèmes d'évaluation (formative, sommative, continue), et (3) l'intégration de ces concepts dans un modèle d'évaluation qui se veut simple, cohérent et pratique.

878. Nobert, Lorraine et Lise Ouellet. Des pistes pour observer - L'oral au primaire/les épreuves de fin de cycle. Québec français, n46, p65-67 mai 1982.

*879. Ouellet, André. Besoin d'une approche systémique en évaluation. Revue des sciences de l'éducation, v5, n2, p[271]-279 printemps 1979.

Le but du présent article est de présenter une démarche systémique d'évaluation qui vise à intégrer trois approches: perceptive, rationnelle et fonctionnelle. La précision réciproque de ces trois niveaux de langage et leurs stratégies résultantes constituent dans le cadre de cette discussion un modèle d'évaluation systémique.

880. Page, Michel. Critères généraux pour évaluer l'habileté à lire. Québec français, n30, p37 mai 1978.

881. Paquette, Hermann et Huguette Bégin. Démarche évaluative: un concept à réviser? *Québec français*, n30, p37 mai 1978.

882. Parker, Jackson et Jerry L. Patterson. Pour un modèle écologique d'évaluation. *Pédagogie ouverte*, v5, n1, p13-24 octobre 1979.

883. Pedeneault, Fernand. La préparation aux examens: l'exécution. *Prospectives*, v18, n4, p142-143 décembre 1982.

*884. Pigeon, Richard et Marc Richard. Style cognitif des étudiants et influence des examens sur l'évaluation des cours. *Revue des sciences de l'éducation*, v9, n3, p469-479 1983.

> La théorie de Witkin sur les styles cognitifs permet d'identifier les traits caractéristiques des étudiants "dépendants du champ" et "indépendants du champ". Ceux-ci étant plus cohérents sur le plan cognitif que ceux-là éprouvent un plus grand besoin d'ajuster leur évaluation des cours à leur perception du degré de difficulté des examens. Les résultats de cette recherche appuient en partie cette hypothèse.

885. Primeau, Gilles. Évaluation et apprentissage. *Québec français*, n30, p20-21 mai 1978.

886. Quintin, Marie-Paule. Auto-notation et auto-évaluation: incidences sur le rendement en lecture. *La technologie du comportement*, v6, n2, p177-193 automne 1982.

887. Racine, Serge B. L'évaluation formative: diagnostic et prescription pédagogiques. *Mesure et évaluation en éducation*, v6, n2, p55-62 mars 1983.

888. Racine, Serge B. La mesure de l'apprentissage. *Mesure en éducation*, v3, n1, p3-24 janvier 1980.

889. Racine, Serge B. L'interprétation critériée en évaluation formative et en évaluation sommative. *Mesure en éducation*, v4, p3-11 janvier 1981.

*890. Le rendement scolaire. *Apprentissage et socialisation*, v7, n1, p1-58 mars 1984.

> Dossier: aperçu général; revue de travaux sur l'amélioration du rendement scolaire; le tutorat par des pairs comme moyen de

récupération en mathématiques; application du concept de compétence minimale à l'enseignement du français en secondaire court; l'acquisition d'habiletés sociales et le rendement scolaire; le degré de certitude avec lequel l'étudiant choisit une réponse; de l'école alternative à l'école secondaire.

891. Roy, Louis. L'utilisation des tests psychologiques, sondage. Orientation professionnelle, v16, n3, p57-60 octobre 1980.

*892. Royer, Fernand. Aperçu de la préparation des examens du ministère. Informeq, n22, p7-9 décembre 1977.

Cet article a pour but de "démystifier" les examens du ministère en faisant toute la lumière possible sur leur préparation, sur leur correction, sur la transformation et la production des résultats, ainsi que sur les rapports statistiques de ces examens destinés aux élèves du primaire et du secondaire. Cet aperçu de la tâche complexe et de la lourde responsabilité qui incombent à la Direction de la mesure et de l'évaluation des apprentissages devrait éclairer l'opinion publique.

*893. Savard, Jean-Guy. Définition et mesure des fonctions langagières. La Revue canadienne des langues vivantes, v34, n3, p428-441 février 1978.

894. Scallon, Gérard. L'évaluation des étudiants et les principales conceptions de la mesure et d'évaluation. Prospectives, v10, n4 octobre 1974.

895. Scallon, Gérard. Exposé de Gérard Scallon. Mesure et évaluation en éducation, v6, n2, p63-65, 68 mars 1983.

*896. Scallon, Gérard. La généralisabilité des seuils de performance établis par des appréciateurs: étude de trois procédés. Revue des sciences de l'éducation, v7, n1, p[3]-21 hiver 1981.

Cette recherche avait pour but de comparer trois procédés faisant appel à des appréciateurs pour déterminer le seuil de performance à un examen de dix questions: les procédés d'Angoff, d'Ebel et de Nedelsky. D'après les résultats de l'analyse de la variance, les seuils obtenus ne sont pas comparables d'un procédé à l'autre ni d'un appréciateur à l'autre. Toutefois, la concordance entre les appréciateurs est apparue la plus élevée dans le cas du procédé de Nedelsky. De plus, d'après l'étude de généralisabilité, la différenciation entre les questions s'est avérée fiable et ce, quels que soient les appréciateurs et les procédés. Bien que cette recherche ait mis en évidence la subjectivité qui caractérise la détermination d'un seuil de performance par des appréciateurs, les résultats obtenus suggèrent des avenues à explorer, tant du côté de l'analyse des questions d'un examen que du côté de la notion de compétence minimale.

897. Schneider, Barry. L'évaluation de l'enfant en difficulté hors du Québec: vers un projet d'action. La revue canadienne de psycho-éducation, v12, n1, p44-47 1983.

*898. Séguin, Serge P. L'influence de la compréhension en lecture sur les résultats aux tests utilisés en éducation. Revue des sciences de l'éducation, v7, n1, p[37]-46 hiver 1981.

Plusieurs études démontrent que la compréhension en lecture constitue une variable importante mesurée par les tests utilisés en éducation. Cette situation pose un problème d'interprétation des résultats, qu'il s'agisse de résultats de recherche ou de résultats scolaires, obtenus à des épreuves destinées à mesurer des variables cognitives ou affectives. Des voies de solution à ce problème de pertinence de la mesure sont proposées et discutées, dans le cadre de décisions évaluatives dont la qualité dépend de la validité de l'information recueillie à l'aide d'instruments de mesure.

899. Tourneur, Yvan. Élargissement des indices et des situations utilisables dans l'évaluation formative. Mesure et évaluation en éducation, v7, n3, p5-24 automne 1984.

900. Trahan, Michel, et al. Interventions évaluatives: impact sur les évalués. Mesure et évaluation en éducation, v6, n2, p69-79 mars 1983.

*901. Trahan, Michel et Clément Dassa. Courbe normale en psychométrie et en édumétrie: postulat, constante naturelle ou erreur scientifique? Revue des sciences de l'éducation, v4, n1, p[73]-80 hiver 1978.

Après avoir établi que la méthode classique de construction des tests, basée sur les principes psychométriques, postule la distribution normale des traits mesurés, la possibilité de démontrer que la normalité des traits psychologiques constitue une constante naturelle est écartée. Ensuite, après avoir contesté l'utilisation du postulat de normalité pour certaines formes d'évaluation en éducation, des distinctions sont établies entre principes "édumétriques" et principes psychométriques, entre tests critériés et test normatifs, entre différences inter-individuelles et différences intra-individuelles. Ces distinctions permettent de voir qu'un instrument élaboré selon les principes psychométriques classiques, postulant la normalité, servira à amplifier les différences inter-individuelles et ne pourra pas être qualifié d'instrument basé sur une erreur scientifique. Toutefois, il est reconnu que certaines utilisations des principes psychométriques en éducation sont inacceptables et que les principes édumétriques sont généralement mieux adaptés aux besoins de l'enseignement et de l'apprentissage.

902. Valiquette, Claude. Le déploiement temporel: un nouvel outil graphique pour l'analyse de données d'un devis prétest-post-test. Orientation professionnelle, v18, n3, p75-78 hiver 1983.

903. Vezina, Alain. L'impossible évaluation de la langue orale. Québec français, n30, p34-35 mai 1978.

904. Weiss, Jacques. Heurs et malheurs d'un instrument d'évaluation. Mesure et évaluation en éducation, v7, n1, 31-52 printemps 1984.

Mémoires et thèses

905. Barriault-Boisvert, Émilienne. L'effet du facteur temps sur le rendement en mathématiques au secondaire IV. Mémoire de maîtrise, UQAM, Faculté des sciences de l'éducation, 1980.

906. Bédard, Roger. Comparaison de deux procédés de normalisation d'un test: l'échantillonnage unique des sujets (EUS) et l'échantillonnage combiné des items et des sujets (ECIS). Thèse d'études supérieures, Université Laval, non publiée, novembre 1979. 120p.

907. Bédard, Roger. La normalisation d'un test par échantillonnage combiné des items et des sujets: effets sur l'estimation des quatre premiers moments et sur la performance à certains items. Thèse de doctorat, Université Laval, Faculté des sciences de l'éducation, 1980.

908. Bernard, Huguette. Élaboration d'un test de biologie 222. Mémoire de maîtrise, Université de Montréal, Faculté des sciences de l'éducation, 1974.

909. Bernatchez-Beaudoin, Pauline. Développement d'un instrument d'évaluation des connaissances relatives à l'éducation sanitaire scolaire au niveau primaire. Mémoire de maîtrise, Université de Sherbrooke, Faculté des sciences de l'éducation, 1982.

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911. Darveau, Paul. Comparaison de l'efficacité de divers modèles d'évaluation formative sur le rendement académique des étudiants. Mémoire de maîtrise, Université Laval, Faculté des sciences de l'éducation, 1981.

912. Dassa, Clément. Le problème de la fidélité de la mesure du changement. Mémoire de maîtrise, Université de Montréal, Faculté des sciences de l'éducation, 1973.

913. Deniger, Céline. Amélioration de la compréhension en lecture chez les enfants, à l'aide de la procédure Cloze. Mémoire de maîtrise, Université de Montréal, 1982.

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933. Richard, Sylvio. Le test de "closure": sa construction et sa validité. Mémoire de maîtrise, Université de Montréal, 1979.

934. Roy, Jean A. R bisérial long sur R bisérial court et étendue variable des indices de difficulté d'une épreuve d'habileté constituée de questions à choix multiple: effets sur la fidélité et la validité. Mémoire de maîtrise, Université de Montréal, avril 1973.

> Étude comparative de l'effet sur la validité et la fidélité d'un instrument de mesure de l'utilisation, lors de l'analyse d'item, de deux indices de discrimination distincts (R bisérial long et R bisérial court).

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936. Tardieu-Dehoux, Charles. L'évaluation et l'orientation des étudiants immigrants Haïtiens à Montréal. Mémoire de maîtrise, Université Concordia, non publié, automne 1977. 151p.

937. Tremblay-Massé, Jocelyne. Étude comparative de la réussite et de l'échec en mathématiques dans ces deux méthodes d'apprentissage: la méthode Cuisenaire et la méthode Diénès. Mémoire de maîtrise, Université de Montréal, Faculté des sciences de l'éducation, avril 1973.

A l'aide d'épreuves de raisonnement mathématique et logique des caractéristiques du raisonnement d'enfants de 1^{re} année considérés comme forts et faibles, respectivement, en mathématiques. Un groupe d'enfants est soumis en classe à la méthode Cuisenaire, l'autre à la méthode Diénès.